
**An analysis of students' experiences during their
acquisition of academic literacy, based on their
consultations with the UCT Writing Centre:
Looking towards improving the feasibility of
academic mentorship within Higher Education.**

by
Catherine Mary Hutchings
HTCCAT001

**A dissertation submitted in fulfillment of the requirements for the award of the
Degree of Master of Philosophy
Faculty of Humanities
University of Cape Town
2002**

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

**An analysis of students' experiences during their
acquisition of academic literacy, based on their
consultations with the UCT Writing Centre:
Looking towards improving the feasibility of academic
mentorship within Higher Education.**

by
Catherine Mary Hutchings
HTCCAT001

**A dissertation submitted in fulfillment of the requirements for the award of the
Degree of Master of Philosophy
Faculty of Humanities
University of Cape Town
2002**

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature:

Signed by candidate

Date:

17 July 2002

Acknowledgements

I am very grateful to my supervisor, Martin Hall, for the work he has put into supporting, challenging and providing vision for me through this journey – Thank you!

I am also grateful to my colleagues – especially Shirley Churms and Antoinette Cloete for the sharing, Rob Moore and Suellen Shay for letting me grow, and all my students for my learning through the processes.

I would also like to thank Chrissie Boughey, Moragh Paxton, Lucia Thesen, Rochelle Kapp, Brenda Leibowitz and Rob Moore for readings, conversations and suggestions. And thanks for the pushing and shoving, accepting and encouragement of various forms – Chris, Lucia, Moragh, the sympathy, patience, listening and encouragement of my family and friends, and especially for the usually patient efforts at understanding from Justin and Ben – who can't wait for it to be over!

Abstract

In this dissertation I investigate students' experiences during their acquisition of academic literacy skills, evident in their use of a support service at a higher educational institution. The focus of study is the University of Cape Town's (UCT's) Writing Centre, where students are able to discuss drafts of their written assignments with consultants. Through a detailed analysis of a large set of consultation records, I explore whether students' experiences and use of the Writing Centre vary according to language, gender and degree level. And based on this analysis, I discuss more generally the role that the UCT Writing Centre has played. Arguing that the type of relationships developed between students and consultants in the Writing Centre can be regarded as a form of mentorship, and taking into account such experiences from the Writing Centre, I look towards the feasibility of a model of academic mentorship forming part of a necessary wider institutional developmental endeavour aimed at catering adequately for a diverse student population, such as that of UCT's today.

I hypothesized that students' use of the Writing Centre and their experiences of their acquisition of academic literacy differed amongst students from different language groupings, across genders and amongst students at different degree levels.

My investigation is based on an analysis of reports of consultations stored in the Writing Centre's database. My sample consists of small cases studies ('case vignettes') of students who made regular use of the Writing Centre. I have used mainly qualitative methodology, but have supported some of my observations using quantitative methods. I made use of 'Categorical Content Analysis', breaking down the narrative text of the consultation reports into small units of content or themes, and submitting them to descriptive and statistical treatment. This was done using the Nud*ist Vivo (NVIVO) computer package, which serves as a text-based manager, providing for a multitude of analytical possibilities in working with narrative texts.

My results exemplify the differences in students' experiences according to the criteria distinguished in my hypothesis and emphasize, through example of students' benefits from their relationships with consultants in the Writing Centre, the important role that mentors could play in enhancing students' learning experiences at a higher educational institution. My conclusion also, however, suggests that such a model would be more appropriate positioned within teaching departments in the institution. By relating to my results, I argue that with an interest in and (growing) understanding of both students' varied learning experiences and the departmental requirements, disciplinary discourses and course content, such mentors could provide adequate support to students and help them to engage in and direct their own learning, and that such engagement with students from a disciplinary base should also inform the departments on their teaching and curricular practices, thereby promoting continual development within the institution.

List of Acronyms used

ADP	Academic Development Programme
AILA	International Association of Applied Linguistics
ALS	Applied Language Studies
ASP	Academic Support Programme
CHED	Centre for Higher Education Development
CIC	Careers Information Centre (at UCT)
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EHL	English as a Home Language
ESL	English as a Second (South African) Language
IAPO	International Academic Programmes Office
LDG	Language Development Group
NLS	New Literacy Studies
NVIVO	Nud*ist Vivo
PG	Postgraduate
QSR	Qualitative Solutions and Research
SAALA	Southern African Applied Linguistics Association
UCT	University of Cape Town
UG	Undergraduate
UWC	University of the Western Cape

Different terms are used by various Writing Centres; At UCT we refer to the consultant, who elsewhere may be referred to as the tutor, the advisor or the respondent. Likewise, we refer to the consultee, client or student, who may elsewhere be referred to as the tutee and our consultation may elsewhere be referred to as the tutorial or the session.

Quotes from students' records are presented in italics. References to quotes from students' records take the form of {Grouping: Document number in that group: paragraph number}. The groupings are defined as follows: FHU: Female, home language, undergraduate, FSU: Female, second language, undergraduate, FFU: Female, foreign language, undergraduate, MHU, MSU and MFU: male equivalents, FHP, FSP, FFP: female postgraduate equivalents and MHP, MSP, MFP: male postgraduate equivalents. Within quotes, where necessary, I have replaced names with [S] for student, [L] for lecturer, [C] for consultant, [sup] for supervisor and [XXX] for names of departments. Ellipses (...) denote chunks of text left out of the quotes.

Two Stories from the Writing Centre at UCT:

Firstly there is the case of a Hebrew-speaking student who was seen thirty-four times between 1994 and 1997 during his undergraduate degree. This student had limited English abilities and huge struggles with writing in English. His discussion was unintelligible when he first came. His consultant had noted in his third visit that she did not feel great about the consultation and that he really needed English tuition. At the beginning of 1995, he returned and saw me; he had just passed the previous year and was now in dire straits. I had noted that his language problem affected his level of discussion, organisation, flow and elaboration. He had enrolled at a language centre in Cape Town but found it unhelpful. I also realised that he was lifting chunks of text from his textbooks in his written assignments – when I probed, for example, as to what something meant or why he had included it, he replied, “Because that’s what the book said!” I explained about referencing conventions and he retorted that he had got away with it before, so he was not going to worry. He was obviously very angry and I did not feel good about the consultation. But he continued to visit the Writing Centre, usually frustrated and reactive. Apparently he had become troublesome in his residence due to his angry nature, and the Writing Centre was appealed to by the residence warden, as it seemed the only university service that could offer support for this student. His tenth visit was around a poster presentation, and this brought about a change – due to the mode of the assignment, it was easier for him, his linguistic difficulties were less of a handicap and he became enthused in the consultation. He shared with his consultant some novel ideas he had for illustrating his poster material and she realised how very able he was. He was much better at expressing himself orally and at some stage, his consultant suggested tape-recording what he said and then writing that down for his assignment. He took off. His visits to the Writing Centre were welcoming; he would chat away to all of us. On his thirty-third visit, in 1997, his consultant noted that his report writing was greatly improved – flowing and coherent, and that he was working independently. His consultant worked around some surface issues, such as errors of syntax. By visit thirty-four, he had taken the initiative and rewritten parts of his discussion, realising that some of his ideas were not explicit enough and his own voice was not coming through. This was a major shift from his previous dependence on textbooks! His report was to be published in a scientific journal and he asked for guidance on writing an abstract and then drafted it himself in the consultation. He continued to register for a postgraduate degree at another South African university.

The other student visited the Writing Centre more than twenty times over a period of two years, from her Honours degree into her Doctorate. I have tried dividing her developmental journey categorically: Firstly in terms of *the ownership of her task* – when she first came, she brought a research project that had been suggested by her supervisor. She was not sure what was wanted and left her draft for me to ‘correct’, thus handing it over for fixing up. There was no sense of purpose of task or quest for knowledge in her writing; no connection of herself to her work, and no understanding of it as a learning experience or a knowledge-promoting one. She depended on what others said. At the end of her Honours degree, I noted that in her analysis, she was beginning to comment and link issues; she was beginning to get involved. At this stage she thanked me and said she felt happy with her learning in the process. However, at the beginning of her Masters degree, there was, again, a distance of self and lack of cohesiveness in her writing, (a sort of ‘back step’ we have come to regard as common in the Writing Centre, and one which is quickly caught up). This student presented as very fearful and intimidated and again, I noted that there was no sense of ownership of knowledge. However, for her sixth visit, she brought a questionnaire and rather than handing it over to me, she explained her ideas, asking me what I thought; she was starting to take possession of her research material. A short while later, the two of us had a giggle when her supervisor commented that there was too much of her own voice in her literature review! At her tenth visit, I noted that she was using creative subheadings, which indicated to me, evidence of a relaxation into her task. I also noted that her questions to me as a consultant now showed more awareness of what was needed and of thought around her task; she was exploring. In terms of her *conceptual development*, her writing lacked clarity at the beginning, and there was no sense of order. During visit seven, she had started thinking about her content; she was worried about the number of questions in her questionnaire. After visit fourteen, I noted “She’s taken off – I’m slipping easily into editor mode now”. In terms of the *development of a sense of audience*, there was no sense of an audience in her writing at the beginning; her notion of her readers (simply supervisor and examiners) was of hostile experts and judges. By visit ten, there was conversation in her discussion—and, by visit fourteen, nice examples to illustrate her points and support her statements. I noted that she was sharing her thoughts and insights and relating to an interested audience. In terms of her *supervisory relationship*: she was intimidated at the beginning; her supervisor had ‘corrected’ her work and she hadn’t understood these corrections. Her supervisor was not seen as a friendly guide but as a judge, waiting to catch her out. She was fearful in case I spoke to him, saying she did not want ‘negative stuff to go to him’. Even at visit nine, she had not understood what her supervisor had said about her draft and was too afraid to ask. By visit fifteen, however, her supervisor had been difficult to pin down and she informed me that she was sitting waiting in his office every day, determined to be seen. Her *psychosocial development* is also noteworthy: the first four sessions were tearful ones; she was struggling to work out and reach what she thought was expected of her. She was nervous, low in confidence and isolated, missing her family and especially her young child. By visit five, she had been only provisionally accepted for a Masters and was fearful of being sent back. By visit seven, she had a better identity as a postgraduate student and ideas over the task of learning and inclusion of supervisory input; she was beginning to ask questions of opinion around what she was doing, thinking of what she wanted to find out and she had a grasp of what help she needed. Her child had joined her in Cape Town by visit nine, which had eased some of her anxiety. By visit eleven, she told me that her supervisor had been impressed with some of her work, however, she was afraid of trusting his praise. Her writing was indeed improved and she was feeling much better. Subsequently, she became involved in a postgraduate social circle and in tutoring in her department.

Table of Contents

Acknowledgements	
Abstract	
List of Acronyms Used	
Two Stories from the Writing Centre at UCT	
Chapter 1: Introduction	
1.1 Statement of Research Problem	1
1.2 Research Design	2
1.3 Ethical Considerations	3
1.4 Scope and Limitations	4
1.5 Outline of Thesis	6
Chapter 2: Background to My Study	
2.1 The Concept of a Writing Centre	7
2.1.1 Writing as a Social Practice	9
2.1.2 Development of Students' Identities as Writers	11
2.2 Background to Research: The UCT Writing Centre	13
2.2.1 The Writing Centre's Database	16
Chapter 3: The Work of the Writing Centre and Applied Language Studies	
3.1 Applied Language Studies, Academic Literacy, Writing and Identity	19
3.1.1 Functional Literacy and Discourses	19
3.1.2 Academic Discourse and Acculturation	20
3.1.3 Language and Power	23
3.1.4 Identity Development of the Student Writer	27
3.2 Developing Perspectives on Student Writing	29
3.2.1 The Skills Approach	30
3.2.2 The Process Approach	31
3.2.3 The Genre Approach and Academic Socialization	32
3.2.4 The Academic Literacies Approach	33
3.3 Developing the Institution	36
Chapter 4: Evolution of A Conception of Academic Mentorship	
4.1 Introducing Mentorship	38
4.2 Considering the Writing Centre Consultation, Facilitating Learning and Mentoring	38
4.3 The Concepts: Mentor and Mentee	41
4.4 The Concept: Academic Mentorship	43
4.5 Refining the Roles within Academic Mentorship	46
4.6 Benefits of Mentoring Systems – to the Mentor, the Mentee, the Department and the Institution	49
4.7 Mentoring Systems – So What Do They Involve?	51
4.8 The Essential Dynamic Relationship between Mentor and Mentee	57
4.9 Some Limits of Mentoring	60
4.10 Measurement of Effect of the Mentoring Concept	62
4.11 Reflections on Practices	63
Chapter 5: Methodology	
5.1 Taking the Opportunity – Drawing Research out of the Writing Centre	65
5.2 Theoretical foundations:	66
5.2.1 Case-based Research or Narrative Methodology	67
5.2.2 Trustworthy Stories for Educational Research?	70
5.2.3 Content Analysis	72

5.3	Into practice:	73
5.3.1	Sample Population: Profiles drawn from the Writing Centre Database	73
5.3.2	Coding and Analysis of Qualitative Data, using NVIVO	75
5.4	Two Concerns with Validity	80
5.5	In Conclusion: Drawing a link between my Method and Theory	81

Chapter 6: Analytical Categories

6.1	Introduction	85
6.2	Set Divisions	85
6.2.1	Language	85
6.2.2	Gender	93
6.2.3	Degree Level	96
6.3	Codes	97
6.3.1	Expectations	98
6.3.2	Responsibility	99
6.3.3	Feedback	101
6.3.4	Affect	103
6.3.5	Estrangement	104
6.3.6	Topic	105
6.3.7	Organisation	105
6.3.8	Written Language	106
6.3.9	Suggestions made	107
6.3.10	Networking	108
6.4	Comments on a Statistical Profile of my Sample	108
6.5	Statistical Profile of my Sample	111

Chapter 7: Case Study Analysis

7.1	Introduction	114
7.2	Expectations	114
7.2.1	Undergraduate Trends – Expectations	115
	Home Language	115
	Second Language	117
	Foreign Language	119
7.2.2	Postgraduate Trends – Expectations	120
	Home Language	121
	Second Language	122
	Foreign Language	125
7.3	Responsibility	126
7.3.1	Undergraduate Trends – Responsibility	128
	Home Language	128
	Second Language	129
	Foreign Language	131
7.3.2	Postgraduate Trends – Responsibility	132
	Home Language	132
	Second Language	134
	Foreign Language	135
7.4	Feedback	136
7.4.1	Undergraduate Trends – Feedback	137
	Home Language	137
	Second Language	137
	Foreign Language	138
7.4.2	Postgraduate Trends – Feedback	138
	Home Language	138
	Second Language	140
	Foreign Language	141

7.5	Affect	141
7.5.1	Undergraduate Trends – Affect	142
	Home Language – Female	142
	Home Language – Male	145
	Second Language – Female	145
	Second Language – Male	151
	Foreign Language – Female	153
	Foreign Language – Male	154
7.5.2	Postgraduate Trends – Affect	154
	Home Language – Female	154
	Home Language – Male	156
	Second Language – Female	156
	Second Language – Male	159
	Foreign Language – Female	160
	Foreign Language – Male	160
7.6	Estrangement	161
7.6.1	Undergraduate Trends – Estrangement	162
	Home Language	162
	Second Language	163
	Foreign Language	164
7.6.2	Postgraduate Trends – Estrangement	165
	Home Language	165
	Second Language	166
	Foreign Language	167
7.7	Topic	168
7.7.1	Undergraduate Trends – Topic	169
7.7.2	Postgraduate Trends – Topic	169
7.8	Organisation	170
7.8.1	Undergraduate Trends – Organisation	171
	Home Language	171
	Second Language	174
	Foreign Language	175
7.8.2	Postgraduate Trends – Organisation	175
	Home Language	175
	Second Language	177
	Foreign Language	178
7.9	Written Language	178
7.9.1	Undergraduate Trends – Written Language	179
	Home Language	179
	Second Language	179
	Foreign Language	180
7.9.2	Postgraduate Trends – Written Language	182
	Home Language – Females	182
	Home Language – Males	183
	Second Language – Females	183
	Second Language – Males	185
	Foreign Language – Females	186
	Foreign Language – Males	186
7.10	Suggestions Made	187
7.10.1	Undergraduate Trends – Suggestions Made	188
	Home Language	188
	Second Language	189
	Foreign Language	191

7.10.2	Postgraduate Trends – Suggestions Made	192
	Home language	192
	Second Language	193
	Foreign language	194
7.11	Networking	195

Chapter 8: Discussion of Trends Across Axes and Nodes

8.1	Taking Stock and Putting the Bits Together Again	198
8.2	Do Students' experiences in and use of the Writing Centre vary according to Language, Gender and Degree Level?	198
8.2.1	Regarding trends according to Language groupings	198
8.2.2	Regarding trends according to Gender	203
8.2.3	Regarding trends according to Gender and Language grouping	206
8.2.4	Regarding feelings of estrangement across the groupings	208
8.2.5	Regarding the manifestation of stressors across the groupings	209
8.2.6	Notes on consultations with Postgraduates	211
8.3	Further Observations Worth Mentioning	215
8.3.1	Effects on/of Language	215
8.3.2	On the repetition of patterns needed for learning to sink in	217
8.3.3	On the effects of the students' approach to consultations and to learning	219
8.4	In Conclusion	222

Chapter 9: Considerations of Mentorship in Higher Education

9.1	Revisiting the concept of Academic Mentorship	223
9.2	What happens in the Writing Centre and the Needs it Signals for Higher Education	223
9.3	The Writing Centre Consultancy as a Hidden Profession	228
9.4	Looking Towards a New Model of Academic Mentorship	230
9.5	What's involved – Considerations and Limitations	234

Bibliography	239
---------------------	------------

Appendices

Appendix 1:	Explanation of database codes
Appendix 2:	List of database codes
Appendix 3:	Example of a consultation report from the database
Appendix 4:	Mentorship Map – of the Writing Centre's work
Appendix 5:	Statistical Profiles of my Sample
Appendix 5a:	Some trends of Serial client usage of the Writing Centre
Appendix 5b:	Summary of profiles
Appendix 6:	NVIVO Appendices:
Appendix 6a:	Two examples of full sets of reports
Appendix 6b:	Extract from one of these, showing coding stripes
Appendix 6c:	Two examples of a coding report of the node 'Affect'
Appendix 6d:	An example of sub-coding of one node 'Organisation'
Appendix 6e:	An example of a report on one of these sub-codes
Appendix 6f:	Extract from an example of comments in 'Affect' node
Appendix 6g:	A list of the sets I tried out
Appendix 7:	Endnotes for Chapter 7 (<i>Separate Attachment</i>)

Chapter 1: Introduction

1.1 Statement of Research Problem

This dissertation investigates students' experiences during their acquisition of academic literacy skills, evident in their use of a support service at a higher educational institution. The focus of study is the University of Cape Town's (UCT's) Writing Centre. Through a detailed analysis of a large set of consultation records, I explore whether students' experiences and use of the Writing Centre vary according to language, gender and degree level. From this basis, I discuss more generally the role that a writing centre in a context such as UCT's has played. Arguing that the type of relationships developed between students and consultants in the Writing Centre can be regarded as a form of mentorship, and taking into account such experiences from the Writing Centre, I look towards development of a model of academic mentorship forming part of a necessary wider institutional developmental endeavour aimed at catering adequately for a diverse student population, such as that of UCT currently.

Having been at the Writing Centre at the University of Cape Town (UCT) for five years, I have witnessed a massive growth in our popularity and many individual success stories. We have run almost 5000 consultations with individual students over the last five years, many of which are re-visits by the same students. A number of students have maintained that they would not have succeeded in their studies had it not been for the intervention of the Writing Centre. I became especially curious as to what makes these students return and as to what emerged in consultations with regards to their experiences during their acquisition of academic literacy.

Details of all consultations are recorded in our database and although we have no secure way of measuring the effectiveness of the Writing Centre or of our interventions, it is possible to track stories of students' development, and to trace patterns across different types of usage. Unfortunately, a model such as that under which the Writing Centre has been operating cannot sustain the demands that its popularity has brought on. It is, however, possible that an investigation into what has become apparent there, in terms of students experiences during their academic development, could provide some insight towards adequate provision in the mainstream for a stimulating developmental journey during the acquisition of academic literacy for all students, thus enabling more feasible

interventions within the wider institution as it battles with problems around larger classes, fewer resources and less time available for individual attention to students.

I noticed that students' usage of the Writing Centre seemed to vary according to their gender, and whether English was their home language, a second (South African) language or a foreign language and, to a lesser extent, according to the level of the degree for which they were registered. Furthermore, during my investigations into students' experiences at the Writing Centre, and considering these experiences in relation to their acquisition of academic literacy, the concept of a form of academic mentorship evolved and this became a second major interest of my research.

I was thus interested in conducting an analysis of the ways in which these students' make use of the Writing Centre, and I hypothesized that genders differ in their use of the Writing Centre and their experiences of their acquisition of academic literacy, and that there are also differences amongst students from different language groupings and amongst students from different degree levels. On the basis of this analysis, I was also interested in developing an approach to student mentoring that is appropriate for a university sharing UCT's characteristics.

1.2 Research Design

My study is based on an analysis of reports of consultations written by consultants and entered into the Writing Centre's database. My sample consisted of 'cases' drawn from the database, of students who made regular use of the Writing Centre.

Lieblich *et al.* (1998) would call my approach a pluralistic one as I have used both qualitative and quantitative methods. Through quantitative methods I am able to provide an overview of general trends of usage, such as those included in Appendix 5a. Through qualitative methods, I have been able to offer some interpretation and analysis of issues arising in consultations over students academic writing and, by implication, of the needs of students during their academic writing processes and development. Initially, I made use of grounded theory within my hypothesis, and drawing on my own experience as a consultant – I feel I have developed a framed eye for plausibility, with ideas emerging from my case studies as I became acquainted with them during my initial readings, I selected a number of themes within which to analyze my cases. These will be explained

in Chapter 5, detailing my Methodology, but I name them here: affectual issues, students' expectations, the responsibility they took for their own learning, issues relating to their identity and feelings of alienation, suggestions made by consultants, issues around their written language and around the organization and structure in their writing, issues around feedback and supervision, the topics for their assignments and networking that occurred as a result of the consultation discussions.

Such an analysis is what Lieblich *et al.* (1998) would call 'Categorical Content Analysis', where I have broken down the narrative text into small units of content and submitted them to descriptive or statistical treatment. I was able to undertake this analysis through a computer package, Nud*ist Vivo (NVIVO), which serves as a text-based manager, providing for a multitude of analytical possibilities in working with narrative texts.

1.3 Ethical Considerations

Whilst every visitor to the Writing Centre is informed of the unit's research portfolio, ethical consideration needs to be given in any research report to the confidentiality that has been assured to students. The setting up of a first consultation or the process of the first consultation involves explaining the issue of confidentiality to students; with undergraduates, there is total confidentiality around their visit and with postgraduates, we encourage more openness due to the isolation of their experience, yet explaining that we do record details of these consultations for research purposes. Often students relax when confidentiality is ensured, but many like the idea that feedback can be given in some way to departments.

During the process of my study, I identified students through their student numbers – the means by which they were identified on the database. However, I have maintained confidentiality through my own system of encoded identities, explained in Chapter 7 at the beginning of my case study analysis. For similar reasons, I have also hidden identities of staff members and consultants and departments where necessary.

1.4 Scope and Limitations

This research is based on database records that were kept of consultations with students over the last five years. Whilst I will be referring to so-called ‘case studies’, it should be noted that these are short term and focused studies, kept within the confines of the interests and relevant records of the Writing Centre – what Edwards (1996,1998) would refer to as ‘case vignettes’.

It is important to be aware of the subjective factors of my findings. Firstly, an easy bias to pick out is that as there is no obligation for students to come to the Writing Centre; I have been dealing with a sample of students who are probably especially committed to improving their writing. My sample is of the UCT student population that *come* to the Writing Centre – because they (sometimes at the urging of their lecturer or supervisor), feel there is a problem or that they could improve their writing. We do not see the problem-free students – with problem-free confidence or writing, or tasks or experiences. The fact that an issue arises often in my sample does not mean it is a campus-wide problem – for example, if I show that there are lots of problems with supervision, it does not necessarily mean that supervision is generally of a poor quality; we are unlikely to see those students with good supervision – and this is not to say that because students see us, their supervisors are no good.

My study is also limited by the fact that I am looking at what was recorded by consultants in reflection of the consultation – this is not exactly what was said or what happened, but gives some signals or notion. Writing Centre reports only give a partial idea of what went on in the consultation – for example, in my own practice of recording, I list issues and do not necessarily mention how I dealt with them with the students. I am aware that a lot of counseling occurred in consultations, that was not reported on in detail, if at all – perhaps due to the perceived purpose by the particular consultant of the report. Each consultation is unique – determined by the position, state and person of the consultant, the client and the task at hand, and consisting of on-the-spot juggling by (probably) both, and assessment by each of the role-players of each other and of the best way to approach the issues and which issues are approached – and these may not always be correct. Neither am I able to ascertain whether a difference happened during the period that the student consulted. It is possible that the effects of the consultations (or other

interventions) may be delayed or may be immediate but die or lapse in new tasks or over time. Writing needs (consistent) practice – like a musical instrument.

It is also important to point out that I am not looking at actual drafts written by students – enabling any form of discourse analysis. Whilst this would be an interesting study, it falls beyond the scope and possibility of this study. Students' drafts were not archived during the course of my time in the Writing Centre.

Grossman & Johnson (1998) mention three types of measures that mentoring programs can use to assess their own effectiveness: Changes in participant outcomes, measures of effective relationships and descriptions of participant characteristics. It is only this last which I have begun in my analysis. Indeed, research into mentorship is still in its early stages, and the fuller analysis envisaged by Grossman & Johnson will build on first studies such as the systemic analysis presented in this dissertation. I also acknowledge that I have approached it indirectly and have not referred to the actual voices of the protégés – which could contribute to an evaluation of our work. The database report gives only a partial account, and it seems important to make use of other accounts to support my interpretations. In fact, I did conduct some interviews with students who had used the Writing Centre and consultants working there, relating to their perceptions of the work of the Writing Centre, roles played, strategies used and the unit's potential, and I made a collection of perceptions from departmental staff members. However, these would have added even more bulk to this report and whilst further research should explore such views, I have decided to save these for such and limit this thesis to insights from the database – offering an analysis of the consultation reports as one view of students' experiences of acquisition of academic literacy at UCT.

In terms of the language groupings, for the purposes of my research, I have distinguished between English as a home language, as a second South African language and as a foreign language. These are closely related to class and cultural issues – for example, I am well aware that there are differences between second language Afrikaans speakers and speakers of other South African languages and also that foreign language speakers would have differences according to whether they were African, European or Asian foreign language speakers. However, my samples would have become too small to

distinguish amongst these. In my analysis I point out some class and culture-related issues as they arise.

Future research questions that should yield interesting results include: an analysis of specific problems students have encountered with different types of topics and how these have changed over the years, a more detailed analysis of cultural differences – extending to interviews and analyses of actual writing, how language impacts of the higher educational experience and what issues of language come into consultations and at what stage (this is easily possible with my coded data), what ‘ideal’ feedback is, as well as discourse analyses of consultations or reports written by consultants – for example, looking at the vocabulary of suggestions made may yield interesting comparisons across the groupings.

1.5 Outline of Thesis

Chapter 2 provides some background to my study – covering the theory behind the concept of a writing centre and detailing the history and workings of the UCT Writing Centre and its database. Chapters 3 and 4 provide a review of literature relating my research to the field of Applied Language and particularly New Literacy Studies, and to theories of mentorship. Chapter 5 outlines my research design and system of analysis. In Chapter 6, I begin my analysis with a discussion motivating the methodological themes and divisions that I have used. I present my results in Chapter 7, outlining patterns within each of the themes I have chosen and grouped according to gender, English language status and degree level. In Chapter 8, I discuss the general trends evident from the analyses and in Chapter 9, I look towards a model of academic mentorship, emerging from the theory behind New Literacy Studies and out of my findings, which may provide a more feasible model of development within this higher educational institution.

A set of appendices provided includes explanations and examples of reports from the database (Appendix 3) and NVIVO (Appendix 6) and statistical profiles of my sample (Appendix 5). A separate appendix (Appendix 7) contains the extracts from the narrative reports referred to in my results.

Chapter 2: Background to My Study

2.1 The Concept of a Writing Centre

In this Chapter, I will relate briefly to some of the literature on writing centres in general and on teaching writing in South African higher educational institutions. After which I will sketch a brief background of the UCT Writing Centre and its database.

Whilst models of writing centres differ across institutions, characteristic to all is that they are units, which provide support to students of their institutions in the writing of their academic assignments. This support is usually provided on a one-to-one basis by a tutor, respondent or consultant who provides feedback to the student during the course of their writing process¹. Some centres operate only as support services whilst others, such as the one at UCT, operate as developmental and research units as well. Common to many is the battle for formal institutional recognition of the value and contribution that the unit can make to the institution, and the avoidance of the perception of it as a clinic or emergency room on the margins of the institution (*cf.* Kinkead & Harris 1993, Mullin & Wallace 1994, Harris 1995, Grimm 1998, 1999).

Goodman & Paxton emphasize the benefits of one-to-one discussions, providing for oral feedback, where many of the problems of written feedback are avoided: “In the written mode the cognitive load is greater because in the oral mode speakers may assist each other by using both linguistic and paralinguistic prompts to make themselves clear; they can check as they go that they are understanding each other” (1994:38). According to Rawlins (1999), the prime function of feedback (and talking of feedback in process of drafting) is to help the writer think about their topic by suggesting alternatives and connections, rather than pointing out what is wrong. Feedback is not sought for flawed drafts only and neither is it sought only on completion. “Having colleagues read what you’ve written and make comments is at the heart of all revising. You say all you have to say; then you give it to fellow writers, and they suggest all sorts of new things to think about, ask questions you didn’t think to answer, and point out passages you thought were crystal clear but that they find confusing. Suddenly doors open, you’ve got lots more to do, and the essay can become something better than you could make it by yourself. Every writer needs this restimulation” (1999:170).

¹ Currently, some writing centres offer on-line support.

The writing centre consultant takes on any number of roles in the process (and even in the post-process) of consulting, for example those of counsellor, advisor, language tutor, cultural bridge or interpreter, friend, nurturer, therapist, fixer, technician – and all according to different perceptions – of what the student expects, of what the consultant is expected (and prepared) to do, and of their perceptions of each other's expectations and preparedness and roles.

There is a certain freedom provided by the writing centre consultation in that the student is not being assessed or having their work judged for marks by the consultant in the writing centre and they have the chance to explore around their writing at a personal level with goals of understanding their *processes* in writing and then of improving their performances. The consultant differs from the lecturer in that there are less hierarchical dimensions in their relationship, which could enable more or easier communication and thus more support and collaboration. Harris states that writing centre consultants are there, "to help reduce the stress, to overcome the hurdles set up by others, and to know more about writing than a roommate or friend, maybe even as much as their teachers" (1995:29), and students view of this role could make them respond differently to consultants than they may to their teachers or lecturers. Parkerson (2000) supports this: "Students often talk about the difficulties they experience in going to their lecturers to talk about their work. Firstly, they do not have the comfort of the anonymity that they experience in the lecture situation. Secondly, there is the power dynamic which is much more evident in the lecturer's office where he or she is sitting behind a desk. This emphasizes the difference between student and lecturer" (2000:122) – the writing centre consultant would usually sit next to the student. The activity of the writing centre consultation is that of talking rather than writing, and the work that happens in consultations – certainly initially, is not with writing *per se* but on building up confidence in the writer or learner:

Writing Centres do not and should not repeat the classroom experience and are not there to compensate for poor teaching, over-crowded classrooms, or lack of time for overburdened instructors to confer adequately with their students. Instead, writing centers provide another, very crucial aspect of what writers need – tutorial interaction. When meeting with tutors, writers gain kinds of knowledge about their writing and about themselves that are not possible in other institutionalized settings.

(Harris, 1995:27)

2.1.1 Writing as a Social Practice

Writing is a social activity. As Ede (in Murphy, 1994) mentions, there is a Romantic idea of the writer as solitary individual, thus portraying both writing and thinking as individual and isolated activities. Vygotsky (in Tomlinson, 1995), however, points out that most of our capacities are learned with the help of other people rather than in isolation (– the possibility of which he feels is dubious), in other words, learners are assisted by helpers in performing actions in pursuit of meaningful outcomes to themselves (the learners). Writing is one such activity that depends on this assistance. Arnold (1991) talks of the psychodynamic approach to writing development, which, regards the ideal way of developing writing as being similar to the way in which children learn to speak – socially, in an engaging and dynamic environment, where they hear language being spoken, attempt to use it and receive responses to their efforts from other speakers. The view of writing as a specially personal process almost discounts the need for a writing tutor, according to Murphy (1994). And she claims that a valuable endorsement of collaborative learning and collaborative writing has been provided for writing centres by social constructionist theory. The concept of a writing centre manifests the social of the writing practice. The collaborative partners – the consultant and the student or client – construct communication or articulation of ideas through attempts, responses, explorations and engagement.

Whilst there are variations in models, the basic idea behind writing centres is that of provision of support to students, usually on an individual basis, during their writing process. The aim is not to encourage dependence on the writing centre, but to provide a ‘practice audience’, where the student could play with their ideas and ‘sound them out’. Ultimately, it is hoped that the student would be able to work independently – hopefully making use of other readers in their processes. There has been a growing amount of literature documenting successful stories from such units and advising on techniques for consultants, (see, for example, Kinkead & Harris, 1993, Mullin & Wallace, 1994, Murphy & Law, 1995, Haviland *et al*, 1998, Silk, 1998, Grimm, 1999). Ivester *et al*. found a common response from students who enjoy writing was that they “prefer a personal response to their writing versus the red ink that slashes through not only their words but also their self-esteem. While there is certainly a time and place for correcting

student errors, students thrive on positive feedback” (1999:83). One student in their study, said a personal response ‘lets me know what people feel when they read my work’. One of Parkerson’s (2000) students commented that when talking to writing consultants, their work became easier. Another referred to the interaction as ‘an eye-opener’. Nightingale (1986) points out that students appear to learn more from responses given *while* they are working on an assignment than from comments made when it is too late to help them improve on it, and she states that writing needs to be thought of more in terms of being part of the learning process rather than simply part of the assessment process.

The interaction in a writing centre could serve to overcome the alienation many learners seem to have from their subjects and from the process of study (*cf.* Mann, 2001, for example), promoting actual learning; one of Vella’s assumptions about learners is that they, “learn when they are actively engaged – cognitively, emotionally, and physically – with the content” (2000:3). In fact, North points out that “Writers come looking for us because, more often than not, they are genuinely, deeply engaged with their material, anxious to wrestle it into the best form they can: they are motivated to write. If we agree that the biggest obstacle to overcome in teaching anything, writing included, is getting learners to decide that they want to learn, then what a writing centre does is cash in on motivation that the writer provides” (1984:81). And Harris (1995) reported that common threads in evaluations by students who had been to the writing centre were that they wanted to do their own work and come to their own conclusions, writing what was in their own heads; that they did not want to be told what to do.

A writing consultation would involve talking around the content in order to construct a common understanding of the client’s meanings between the consultant and the client, so as to be able to look together at how to make these meanings clear in the client’s writing. This (often time-consuming) process is not one-sided, indeed, by nature, it cannot be; going over a piece of writing together in a consultation involves input, thought and questions from *both* sides. Ryan (1998) lists some consultation activities: discuss, brainstorm, free-write, collect/list/select, search, explore, point out, read aloud – to which I would add: deconstruct and reconstruct. The sort of things the consultant would do is prompt or question, listen actively, reflect or mirror, clarify, affirm, suggest, support,

offer opinions, model in order to demonstrate techniques for improvement, help in reading and point out kinds of errors.

Neither language, discourse or constructed meanings are static or constant; they are all fluid, ever-transforming and evolving – in flux. Incompatible with this recognition is the claim of being able to teach them only through a set of skills or rules. However, this point should be balanced against practicalities; writing centre consultants have often found it useful to provide students with practical techniques and sets of rules – possibly as a starting point to the discussion. For example, the provision of a set of tips or check-list can serve to put students at ease and help to lead in to the more reflective and thought-involving complexities of the meaning construction and communication; the what and how, the structure of their argument, the tone, and so on. Consider the process of learning to cook a particular dish – usually we would wish to know a (not ‘*the*’) basic recipe first and, when confident with that, we may become creative and ‘play’ with it – for example with different ingredients, different combinations and different techniques – possibly ending up with something very different (hopefully still edible).

2.1.2 Development of Students’ Identities as Writers

Many accounts of those who have successfully crossed boundaries from one literacy to another are stories of important relationships, of people who removed hidden barriers by making the tacit explicit and who were willing to rethink their own belief system in an effort to clarify their relationships with others.

(Grimm, 1999:19)

Common to much of the writing centre work is the issue of helping students to find their own voices and thus create an identity for themselves within their writing. Grimm & Penti state, “As writing center people, we do not want to think of ourselves as simply helping students conform to the positions that discourse offers them. In rethinking agency, we would like to be able to imagine writing conditions in which students can be agents who intervene in social formations, who negotiate their personal histories and their present and future needs with institutional expectations, and who write to achieve results” (1998:195-196).

Ryan (1998) advises that we could rather discuss various possible strategies with the students seeking our help, ones in which we endeavour to make them better writers by adjusting their methods of producing writing. And, as North (1984) says, making sure

that it is the writers, and not necessarily their texts, that get changed by our instruction. Grimm (1999) raises the fact that, rather than emphasizing individualized instruction in the consultation (basically involving decoding and recoding of the lessons and wishes of teaching staff without helping *too* much), the focus should be on supporting the students' attempts at *forming relationships* with the values and disciplinary texts of academe, and she defines literacy as the achievement of such a relationship.

Sommers, *et al.* (1998) claim to have learned through their own experience and the tenets of critical pedagogy, that the most effective approach a writing centre tutor or consultant can take, is multifaceted – amongst which, firstly, they state that the most important challenge is for the tutor to establish a relationship with the student as a writer and as a co-investigator. They need to encourage the student to talk about their attitudes and experiences around writing, enabling them to understand the students' practices, as they believe, this would facilitate critical enquiry. I agree to the importance of this, and my experience in the Writing Centre leads me to believe that this is possibly what female students prefer, but males do not appear to make time for this. Secondly, these authors claim it is important to listen carefully and speak thoughtfully relating to and being more aware of both texts and subtexts, and they relate that both student and consultant felt better about the session when the students spoke more.

The purposes of a written essay at a higher educational institution are for communicated meaning making between the student, an initiate and the lecturer, an expert – and usually the assessor. However, the student is encouraged to imagine or consider an audience slightly wider – friendly, interested in what they have to say and not so hostile and judgmental as they might be imagining their lecturers to be. The writing centre consultant serves to model the role of the anticipated audience or reader for the student, and to make the negotiated meaning making of their written discourse more interactive, overt and reciprocal; the consultant attempts to make the tacit explicit for the student and they introduce a reciprocity – or a 'faux-reciprocity', attempting to *predict* the principles of assessment that the disciplinary marker will bring to bear on the final text, (*cf.* Clark & Ivanic, 1997). Consultants also act as 'cultural interpreters' for novices (students or clients). Another view of the role of the consultants is in assisting students to

take on disciplinary identities (and the authority that comes with these) – acting as ‘midwives’ for transitioning identities.

Arnold comments, “Sometimes the role of the constructive editor/audience can be to help the writer to sharpen the image between the self and the target audience – maybe removing some metaphoric smudges from the glass on the mirror – other times the role can be simply to reflect back to the writer a sense of self-as-writer” (1991:21). Harris (1995) explains that despite the fact that writing is a complex activity on the whole, the consultant can be an asset in assisting the student to become acquainted with some aspects of the activity, by discussing, modelling and making suggestions to the student – on details, revisions, or effective or more appropriate strategies – and helping the student learn how to brainstorm, take notes, put their ideas together, reflect, revise and proofread. Grimm (in Haviland, *et al.*, 1998) characterizes these consultations as sites of knowledge-making. And she argues that participation in this ‘meaning-making event’ allows writing centre staff to become ethnographic fieldworkers.

2.2 Background to Research: The UCT Writing Centre

Rob Moore and Suellen Shay established the UCT Writing Centre in 1994 under joint co-ordination, as a result of discussions by the institution’s Academic Planning Committee and the Committee on Undergraduate Education over concerns about the quality of students’ writing at the university. Its brief was to research and make recommendations on the needs within the institution related to writing development, and its approach was three-fold:

- To offer a one-to-one consultancy service for students, involving consultants working together with individuals or small groups of students from any department and at any level over their academic writing tasks. Tasks could range from a relatively uncomplicated report on laboratory or fieldwork, through a diversity of essay topics, to postgraduate theses. The objective was to empower the students to become better writers and develop their own skills in this direction, and not to provide a last-minute editing service.
- To collaborate with teaching staff in academic departments in making writing an integrated component of course curricula, or in researching ways of developing

writing needs of their students within the context of their curricula, assessment and teaching practices.

- To record details of consultations in a database for use not only as an information source but also as a research tool in projects designed to generate better understandings of students' needs and difficulties related to their learning how to write. This was in order to inform academic staff seeking to address the particular problems of students in their particular discipline.

Initially, the consultancy was intended for undergraduate students but a great need for support for postgraduates became evident early on – and the unit quickly became popular with postgraduate students. Sometimes, even members of staff have come for a consultation around a paper they are writing.

Since its establishment, there have been major institutional changes and the Writing Centre has had to restructure itself within the higher education environment from time to time. It was initiated within the Academic Support Program (ASP), later to become the Academic Development Program (ADP). Academic support was provided to relatively few first year English second language (ESL) students who were regarded as being under-prepared for tertiary education, due to disadvantaged schooling², and therefore needed support in adapting to the institution. Hewlett wrote of a general attitude focussing exclusively on student support: “The focus of student development is on the language and cognitive skills they are assumed not to have developed from prior learning experiences. While prior learning has systematically under-prepared them for the demands of higher education, institutional assumptions are that this ‘underpreparedness’ can be remedied by a year’s course (often compulsory for certain students) or through adjunct classes in mainstream departments” (1996:90). However, such ASP courses as EAP (English for Academic Purposes) at UCT took an approach focussing more on working with the knowledge and experiences students brought with them and building on these, together with the cognitive and social aspects of students’ transition into their new learning environment, (see for example, Angelil-Carter & Thesen, 1993, Kapp, 1994). A shift to academic development, signalled the realization that perhaps the *institution* was

² ‘disadvantaged schooling’ is a term generally applied to the inferior quality of education provided at schools allocated to children who were not white, during the apartheid era in South Africa. I would, however, argue that all apartheid education was ‘disadvantaged’ – for example, even in the schools more privileged in terms of financial support and resources; curricula were constrained and pupils were discouraged from certain areas of criticism and questioning.

‘under-prepared’ – needing to adapt to cater for diversity in its student body – and not only at entry level, but all through the undergraduate and at postgraduate level as well, and that staff development as well as student support was necessary, (see Scott, 1993, Moore, 1993). In late 1999, the university was restructured into six faculties and the Centre for Higher Educational Development (CHED). CHED comprised a number of units, which included the ADP. Whilst the Writing Centre model changed slightly at the same time,³ my research is based on my work there over five years, from 1994 up to 2000, where we worked to the original Writing Centre brief.

Since its inception, the Writing Centre has run almost 5000 consultations, numerous workshops and taken part in a number of collaborative research projects with academic staff in departments across the university. Having been working as a consultant there for a substantial amount of time, I have developed an awareness of the strengths and limitations of the writing consultancy. So often I am asked what exactly it is that we do at the UCT Writing Centre and I give a stock response: consult with individuals or small groups of students and sometimes staff around their academic writing, aiming to help them improve their own writing. I will usually add that we do not edit or proofread, we are not a language laboratory and neither are we a typing service. People are usually happy to hear of the existence of the Writing Centre and, after making initial enquiries, if connected to the university, they will invariably mention some intention of coming themselves or of sending their students. Occasionally we have experienced some negative perceptions – ranging from the still-held belief that students can come to us to get their grammar checked and their theses proof-read before submitting them, to ideas of what we should and should not do; we should be providing language support, we should not give students the answers, we should not deal at all with the content of students’ subject matter. We have often been frustrated with the idea of the Writing Centre in a clinic mode, being seen as an emergency unit, and have battled to show and/or provide a service that, in fact, contributes to the *development* of students.

Having mentioned the total number of records we have and the fact that there are, amongst these, many success stories, it is important to recognize the fact that the Writing Centre is not able to continue working in this mode or offer such services on a large

³ Most notably in making use of part-time postgraduate students as consultants, rather than employing consultants as full-time employees.

scale, and 5000 is, in fact, a small fraction of the total number of registrations during this time, (the total enrolments for the year 2000, for example, was 17 125. In this time the Writing Centre saw 389 students over 604 visits – in other words, just over 2% of the total student enrolment consulted the Writing Centre in 2000). Thus, only a small minority of the total student population over these five years has actually benefited from the work of the Writing Centre and rather thin feedback has been enabled to course conveners based on the numbers actually seen. Individual students certainly benefit from this service; however, it is not cost-effective for the University. It has become evident that there needs to be a more efficient means of providing a quality service to a wider clientele (Churms, Cloete & Hutchings, 1999).

2.2.1 The Writing Centre's Database

The idea behind the database, set up at the outset with the UCT Writing Centre in 1994, was that the Writing Centre could become a research resource and (Writing Centre) staff could make use of information kept in records of consultations with students. Based on this, they would be able to feed back to departmental staff on issues arising in consultations around particular assignments or course writing; the database could also inform departmental collaborative endeavours undertaken by staff.

The Writing Centre's database, run in ACCESS, is made up of baseline information, gleaned from university records in the central university administrative database, in 'Heritage' – the university's system-wide database for student records, containing, for example, personal details of students, such as name, student number, home language, Matric authority, and registration details, such as degree and course. And Writing Centre specifications, containing two types of information: quantitative and qualitative data. The quantitative information has proved useful for justification in recommendations about curricula and departmental reports.

Writing Centre-specific quantitative data includes visit numbers, types (individual, group or 'triangular' – including the lecturer or supervisor), dates, consultants seen, documents left in preparation, the task, stage of writing, length of draft, times involved (in preparation, consultation and entry of the data), and the coding of specific tasks ('task code', usually related to collaborative projects).

It is difficult to give a quantitative form to the complex and varied writing needs of students, due to the complex interplay between cognitive, social and linguistic factors, however, a coding system, based on Writing Centre staff's experience and understanding of students (writing) needs, was established – in the form of a set of issue codes (listed and explained in Appendices 1 and 2). These codes indicate the main issues around the students' writing dealt with during the consultation; this amounts to subjective quantitative data (in other words, making qualitative data measurable). The issue codes are essentially qualitative, because they are subjective; they are impressions rather than measurements. In other words, they are merely indicators and do not measure the intensity of the issue – thus, a consistent main issue in a student's records would not show further indications such as development in the area. It was recognized that this coding mechanism was an oversimplification and involved selective judgement; obviously there are difficulties in separating out issues and there are overlaps, for example, a difficulty in understanding the task could be due to language, ability or the task design. However, these issue codes proved a useful tool in reports and explanations of recommendations to departments, based on consultations with their students.

The database enabled Writing Centre staff to run queries on any of the factors mentioned above, and operations such as comparisons of issues by year, course, faculty, degrees, students, gender, age, types of tasks, languages, consultants, visits (for example, between one date and another), codes – and these by summaries or averages (for example, of times, issue codes),⁴ insights into results or performance at UCT, viewing of Matriculation results, for comparative purposes, research, for example, into types of tasks set over the years, changes in usership over the years, for example, related to changes in departmental tutorial systems.

Information around the students' writing and, to a lesser extent, the consultative process, is also recorded qualitatively, in the form of a 'narrative' elaborating on the issues arising and recommendations made. Such data may include information on the topic and due date, data around expectations (students) and reflections (students and consultants) of the consultation, comments on supervisors' or lecturers' feedback on

⁴ By way of example, a recent estimate of the average amount of time spent per individual consultation in the Writing Centre for postgraduate students was over two hours. This was broken up into preparation for the consultation – reading the draft [59 minutes], the actual consultation [42 minutes] and entry of details of the consultation onto the Writing Centre's database [20 minutes] (Hutchings, 1999).

previous essays or drafts, techniques used by the student – for example, in note-taking, the consultant's strategies and suggested strategies, issues around task analysis, information needed (writing related or resources), readings and the student's use thereof, structure and argument, conceptual understanding, referencing, language, discourse and external factors affecting the student's writing. These reports form a narrative over time when students return for further consultations, (examples of reports are given in Appendix 3).

This part of the database can be used to elaborate on the statistical data. Alternatively, specific queries, such as through keyword searches can also be performed (for example, extracting every report that mentions 'plagiarism' – even if it was not marked down as a main issue).

In addition to reports through queries mentioned above, the Writing Centre has been able to build up stories or case studies, such as Shirley Churms' story of 'Jacob' (1996), my work with a group of Occupational Therapy students (Hutchings, 1998) and on the development of the CEM203W course through a collaboration with the Chemistry department (see Davidowitz & Churms 1995-1998, 1999, Davidowitz & Shay 1996, Davidowitz *et al.* 1997, Churms 1999).

Sometimes, when a substantial number of students from one course has visited the Writing Centre over one assignment or one year, a report has been compiled on issues arising with the particular students who have visited, and it has been sent to the department concerned. Responses to these reports have been variable; some departments or individual staff members have taken the Writing Centre's recommendations into consideration in their course or assignment design and have continued to interact with over following assignments or years,⁵ others have not acknowledged the reports.

These narratives form the data for my research project. They are the texts which enable me to look at issues such as the role of the consultant, understandings of topics and requirements, and students' experiences and stated feelings. An analysis of them would enable me to determine details of how different groupings may use the Writing Centre and to build on ideas relating to the concept of student mentoring at the university.

⁵ For example, the department of Information Systems

Chapter 3: The Work of the Writing Centre and Applied Language Studies

3.1 Applied Language Studies, Academic Literacy, Writing and Identity

Literacy practices are the general cultural ways of utilizing written language which people draw upon in their lives. In the simplest sense literacy practices are what people do with literacy. However, practices are not observable units of behaviour since they also involve values, attitudes, feelings and social relationships.

(Barton & Hamilton, 1998:6)

The field of Applied Language Studies (ALS) is a vast one, whose debates cover more than those in literacy, and in this literature review chapter, I have concentrated on a small section of ALS which applies to my area of research – that of students’ experiences during their acquisition of academic literacy. In the following discussions, I will pick from a sample of readings, what I deem to be relevant by way of introduction into my research into students’ experiences with academic literacy in the Writing Centre.

I regard academic literacy as an understanding of and ability to engage within the traditions in academe of writing, reading and speaking. Even within the academic institution, however, these traditions vary across disciplines and the concept of academic literacy is, in fact, complex. I begin my discussion by ‘unpacking’ the term.

3.1.1 Functional Literacy and Discourses

The term ‘functional literacy’, originally used by Dell Hymes, is explained by Verhoeven (1994) as a synthesis of what he called grammatical competence – covering phonological abilities, lexical abilities and morpho-syntactic abilities, in other words, the sound, vocabulary and arrangement of words, discourse competence – covering cohesion and coherence, the link and flow of words and sentences, (de)coding competence – covering code conventions and automatization, the tacit implications and understandings, strategic competence – covering planning, execution and evaluation and sociolinguistic competence – covering literacy conventions and cultural background knowledge. This idea in itself is enough to signal the complexities involved in both oral and written language and, when considering its actual function (conveying meaning), it is made more complex. As Clark & Ivanic point out, “It is not just *what* people say or write, but also *how* they word it that conveys meaning” (1997:10). This complexity is due to the fact that different meanings are constructed in different contexts from different combinations of

content and methods of what is said or written. A study of this (literacy, meanings and understandings) would be one of Discourses – which Gee (1990) defines as combinations of sayings, doings, thinkings, feelings, valuings – in other words, ways of behaving, interacting, speaking, and often reading and writing; One could regard it as a culture. Thesen explains Gee’s conception of Discourse as “a process of meaning exchange, via language, in a given context. Individuals have differing access to these patterns of exchange in different social contexts” (1994:25). It is because this understanding of meaning gleaned from the language used is characteristic, or shared specifically amongst the group, which varies in different contexts.

3.2.2 Academic Discourse and Acculturation

Ballard & Clanchy state: “Becoming literate involves becoming acculturated: Learning to read and write the culture. For academics wishing to hasten this process, the key to success lies in developing practical ways of making their own understanding of the university culture explicit and accessible to their students” (1988:19). Part of this acculturation involves students taking on the discourses of their disciplines, but as Bock (1988) points out, tertiary literacy is not a starting point, but a goal, and she refers to the process of developing it as ‘a tail biting game’. And she raises the paradox of the situation – that without knowing, students are unable to perform, but that they are unable to know before they start performing because doing, she says, means asking the kind of questions which lead to knowing.

Essay writing is referred to by Thesen as “the primary mode for developing and upholding meaning in universities” (1994:29). She points out that this is a major part of the academic world into which the new student is initiated – certainly in the humanities disciplines, but increasingly in others. Writing is the main tool for assessment in higher education and considering the value attached to written texts within the academic arena, if the student wishes to career in academe, it is of great importance. It provides for assessment, practice and initiation into identity as an academic or authority in a specialized field. In the academic arena, writing is basically used to show evidence of understanding and thought to someone else; “It is, above all, an act of confidence, an assertion of the importance of what has gone on inside the writer, an exhibition of his thoughts or experiences. The student who mistrusts his thoughts or cannot locate them is

hardly in a position to write about them” (Shaughnessy, 1979:85). Clark & Ivanic (1997) refer to writing as a meaning-making process and not merely one of transcribing ready-made meanings. Thus, most especially in writing an academic essay, it is invariably slow and difficult, needing careful planning – as opposed to speaking, which would normally be much more spontaneous;

Most types of writing allow the producer to draft and redraft flexibly in order to get the wording just right, whereas most types of speaking require the speaker to produce their message on-line, with no chance to repair it until after it has been heard. Having more time to think about what to write and how to write it often makes people more self-conscious, and this can make the process of writing slow and painful compared with speaking. When people are talking they usually have to think and speak simultaneously, and therefore no one expects a polished version of their thoughts, however articulate they are.

(Clark & Ivanic, 1997:87)

However, the expectations of a (written) essay are (expected to be) higher, especially as the purposes here are for communicated meaning making between an initiate, the student, and a considered expert, the lecturer, an assessor.

The aspiration of these intimidating expectations is made more difficult by the fact that students (and usually in isolation) have to make their carefully written words appear as if they were communicating easily with an audience that they have to assume in their imagination. Clark & Ivanic (1997) suggest that writing is an ordeal mainly because in it, the process of negotiation (normally interactive between two or more participants) is covert and non-reciprocal. The writer not only has to enact both roles in the interaction, but also needs to anticipate the reader’s reaction. The writer needs to consider the reader’s likely position and knowledge, and there may be more than one reader – there may be a multitude. However, in my experience, few students imagine an audience more than their lecturer or supervisor – who, they believe, ‘knows it all’ anyway – which produces difficulties – some of which are highlighted by Clark & Ivanic (1997) who refer to the genre of essay writing as ‘a hybrid one’ – it is problematic because in writing an essay, the student is needing to show an understanding of what they have learnt; a grasp of the content, but is also writing to explore and exchange ideas. And in trying to present their argument, the student writer will often make assumptions on the reader’s understanding and neglect to explain their thought processes – leaving the reader to make guesses on these and often frustrated because they want to know more about what the writer thought. Furthermore, students will often try to write what they think the lecturer wants to hear –

and, if they are going to disagree with the opinions of their lecturer, they are under pressure to put together a very tight argument. Often, students are intimidated in academe and the effect of this, as Thesen assumed, could be “that students would find academic writing difficult to appropriate because it seems to silence, not to invite, participation” (1994:33). It is important to give consideration here, therefore, to the issue of the nature and process of acquisition of academic literacy and acculturation into academic discourses. Bock (1988) asserts that generally students begin to write formal essays by subconsciously modeling the language of their lecturers and of their texts. And she says that this can result in an explosive language development for many students in their first three years of undergraduate study. Shaughnessy (1979) explains that the beginning writer imposes the conditions of speech on their writing – understandably – in terms of their grammatical intuitions, vocabulary and syntactical strategies. However, she points out that new competencies are also required – those involved in the encoding process – handwriting, spelling, punctuation, as well as skills involved in objectifying statements – ensuring as close a fit as possible between what is meant and what is written. And this will involve changes, re-workings and rewriting. She explains further that some writers do not appear to be aware of this aspect of the writing process and expect that as experts they would produce perfect drafts the first time, and that the need to make changes to the first draft indicates a lack of expertise as a writer. Shaughnessy claims that this narrow and inhibiting view of perfection in writing is promoted by teachers in that all but the last stages of the writing process are practically ignored in class and that their students are presented only with models of clear, finished products by authors, without any acknowledgements that the processes of the productions were actually messy. ✕

No normal adult would stop a young child from attempting speech until they could utter a complete sentence, claims Arnold (1991) – and the child’s attempts at communication would be applauded and they would be regarded as capable of developing speech. However, this patience and encouragement is not as evident by adults in the development of writing abilities; on the contrary, there are often premature demands for correctness and the mimicking of models, which can thwart writing development. I think the basic writer often *does* know that writers behave differently, but not how – thus they ‘mess-up’ in aiming for a neatly tuned first and final draft. The writing that students bring

to the Writing Centre is usually brought with the intention of making it 'please' someone outside themselves (often unknown to them) – and this automatically distances their voice – and purpose! Shaughnessy (1979) continues to explain that inexperienced writers often have difficulties establishing their purposes. They think of their purpose as that of satisfying someone else's requirements. And they have not been taught to take note of or to value their own responses and see them as potential for academic statements. She says this results in them discarding what they need most for their writing – their felt thoughts – and that instead, they attempt to approximate the meaning they *think* is expected of them.

Usually, spoken communication is considered to be easier than written. One of the main differences between spoken and written language is that written communication cannot depend on physical or non-verbal communications, and thus its language needs to be more explicit in conveying its meaning. Referents – for example, to other people, objects or time, feelings and understandings, cannot be conveyed or checked easily in any way other than the actual text in writing, whereas they can in spoken communication. Clark & Ivanic raise another important difference – with relevant effects in the academic situation:

The lack of instant feedback in combination with the permanency of writing (unless we tear it up, of course!) often has inhibitory effects on the writer. Once something is written down it seems definite, unchangeable and open to criticism, whereas spoken language is fluid and negotiable. People usually have the chance to qualify or elaborate what they are saying according to other people's reactions, especially in conversation where participants take turns at speaking and listening. Once something is committed to paper and seen by someone else, we cannot deny it in the same way as we can pretend spoken words were never said.

(1997:87-88)

And this is made worse or more inhibitory when the non-response is thought to be from a more superior or knowledgeable assessor. This writing is more difficult to manage when there is little practice – due to a lack of experience or practice at school or in the discipline (for example, science subjects, until recently, required little or no essay writing), or in a second or additional language.

3.2.3 Language and Power

This brings us to the issue of language and power. Clark & Ivanic (1997) argue that the activity of writing is not only dependent on and embedded in the immediate social circumstances and people participating there, but also on the social and cultural values, beliefs and patterns of privileging surrounding it. They explain that this is what makes

writing a *political* act. In the experience of the Writing Centre at UCT, many students have been marked down by lecturers because they cannot spell or punctuate correctly. Some students approach the Writing Centre because they want their work to be corrected or edited and departmental teaching staff members may also send their students for the same reasons. When students ask for 'proofreading', an explanation is given as to how the Writing Centre works – basically *with* rather than *for* them, looking *together* at improving the coherence and structure of their arguments – often they take this up, but sometimes it results in the student leaving without making use of the service and it has, on occasion, resulted in teaching staff members being unimpressed with these 'so-called' services – after all, they claim, a writing centre should focus primarily on *fixing* the students' language. This is a problem common to writing centres elsewhere; North (1984), for example, complains of attitudes of faculty staff to the writing centre – seeing it basically as a remedial centre that fixes grammar – due to ignorance or disinterest of or in the writing centre and/or student writing difficulties. There are many debates on correctness and standardization in writing; essentially they are political issues, Clark & Ivancic (1997) feel that what they refer to as the 'moral hysteria' surrounding such issues is misplaced and extremely damaging. They state that the requirement for people to spell conventionally is socially constructed and possibly ideologically motivated, and rather than having any intrinsic value, conventional spelling and punctuation have a mere symbolic function – that of representing social acceptability and educational achievement. And using such criteria as measures can serve to condemn those who have difficulties with written language; "the over-insistence on correct spelling may be counter-productive. It attaches the stigma of illiteracy to what is nothing more than a mechanical feat of memory" (1997:187).

An interesting argument is put forward by Grimm (1999), however, when she claims that any writing Centre policies against editorial or proofreading help, actually provide implicit support for the principle of ranking people based on literacy standards. Instead of using poor editing skills as a rationale for excluding certain classes of people from the academic elite, she argues that we have a moral imperative to teach those skills, (in Hawthorne, 2000). Whilst poor spelling and grammar need attending to, teaching students to write involves attending to more pressing issues first. Clark & Ivancic list twenty-one

elements that they consider to be crucial to writing. These include aspects such as considering the reader, establishing one's identity as a writer, putting one's knowledge of the language to use, drawing on familiarity with types of writing and accumulating knowledge, opinions and feelings. These authors emphasize, "As teachers of writing we have, over the years, come to realize how important it is to have a sophisticated, wide-ranging understanding of the nature of writing as a political, social, mental, physical and linguistic act" (1997:3). They add that the fields of study they journeyed through in their search for an understanding of what is involved in writing include social theory, cultural studies, media studies, semiotics, discourse analysis, linguistics, applied linguistics, literacy studies and composition studies.

In order to succeed at university, students often have to unlearn strategies that may have made them successful previously, and to develop a sense of ownership of writing (Hewlett, 1996). A great difficulty here is the fact that much of the education provided in South African schools has been disadvantaged, with students, especially speakers of English as a second language, having no history of writing or little practice at it. Moll and Slominsky (1996), for example, point out that apparent academic success at school involved memorization and repetition of teachers' notes and sections of textbooks. And success at university, on the other hand, involves deeper cognitive processing activities. And naturally, the language policies of apartheid education, used to discriminate, and designed to subjugate the majority, affected both the access to and the success in the educational system of learners who spoke other languages (NCCRD, 2000). Leibowitz *et al.* raise the fact that "In the South African multilingual environment the coupling of the second language issue with that of the differences of discourse has both complicated the issue of acquisition of academic literacy and clouded it, since many lecturers believe the students require 'English' or language skills, and do not realize how much more subtle, demanding or contextually defined the practices are, which students need to acquire" (1997:6).

The language of teaching, of the majority of our consultations and of the majority of assessed work, is English. Mohamed raises the fact that for a large number of students at our universities, academic writing has not been a systematic concern in their education and thus they are unable to use academic discourse, and adds that often, "students have

had difficulty understanding the lecturers because their academic skills in English were inadequate. Increasingly, lecturers have to teach significant groups in their classes the basic skills of reading, writing and research” (in Leibowitz & Mohamed, 2000:1). Leibowitz states that those in the academy who have control over the medium of writing will do better than those who do not – “despite the fact that they may not have a better understanding of the material discussed” (2000:21). Thus, she refers to writing as a gatekeeper. Verhoeven’s findings from socio-culturally situated studies of school failure add to the difficulties we, as educators in South Africa, may have; of relevance were the following factors: “discontinuities between the language and culture of the home and the school, mismatches in communicative practices between non-mainstream children and mainstream teachers, and the internalization of negative stereotypes by minority children seeing the school as a site for opposition and resistance” (1994:14). Students, such as those from disadvantaged schooling, who have seldom had to write essays before and have never had to worry about issues such as referencing conventions, may struggle to adapt to the new cultures practices. XX

Language, whether oral or written, claim Ballard & Clanchy (1988), cannot be separated from the culture in which it functions. And they state that a distinctive culture, such as that of the university, ‘both elicits and shapes a distinctive use of language’. Literacy has a similar quality. One of Barton & Hamilton’s six propositions about the nature of literacy states that, “Literacy practices are patterned by social institutions and power relationships, and some literacies become more dominant, visible and influential than others” (1998:7). Ballard & Clanchy (1988) talk of literate behaviour as growing out of a set of understandings – for example, amongst academics – that shape the process of student writing, informing the framing of the task by the academic, as well as the way the student’s response is assessed, but although important, often these understandings are not addressed in exchanges between academics and students. They are not written down, yet mediate critically between the student’s knowledge and intentions and the knowledge and potential meanings existing within the university. These authors assert that becoming literate at university means learning to ‘read’ the culture and becoming acquainted with its rituals, behaviour, values and styles of language – and that student illiteracy usually is a misreading of the culture.

Shaughnessy gestures to the issue of authority; “The student who has been systematically isolated as a writer both from his own responses as a thinker and a speaker and from the resources of others not only needs these other voices but needs to become conscious of his own. Until this happens, he is locked into a linguistically barren situation, forced to say something when he thinks he has nothing to say” (1979:82). In talking of the writer’s sense of authority, Clark & Ivanic (1997) raise the fact that often, student writers lack confidence and any recognition of value that can be attached to their own positions, experiences or ideas and thus do not consider attempting to communicate these to their readers. This sense of ‘authority’ and that of the right to authorship, they suggest is related to personal historical and social factors, such as the gender, class and ethnicity of the writer – for example, they suggest that white, middle-class men are more likely to feel, and therefore sound, authoritative, than black working-class women!

3.2.4 Identity Development of the Student Writer

Related to the subjects of power and authority is that of identity development. Clark & Ivanic (1997) emphasize the fact that writing *constructs* identities and can be constrained by demands and expectations of readers. The main purposes writing serves at university are for assessment and for practice and initiation into identity as an academic (by postgraduate level) in a specialized field. The student’s sense of self as a writer is a crucial aspect of such development. An interesting issue here is that of writing in the first person – a seemingly minor factor, however, obviously significant in experiences at the Writing Centre; it appears to make a notable difference to students’ feelings about their own writing when they are informed that they are indeed allowed to write in the first person. There have been expressions of relief and new enthusiasm at the information. And often, a better connection with their content is evident in their writing. Talking of ‘*the author [having] the opinion...*’ or ‘*the researcher...[having] studied such and such a phenomenon...*’ almost enforces a barrier between the writer-learner-student and their subject matter (and reader!). This, in turn, encourages a hierarchy of power and authority over the content of the learnt-discussed study material. Clark & Ivanic state that the most obvious type of authorial presence is use of the first person. Through use of the first person, writers can structure the essay, present personal experience (if relevant) and/or make statements of value or belief. Writers can thereby centre themselves in their writing,

“exerting control over it and establishing a presence within it. At the other extreme writers may relinquish control of the situation to other, named authorities, or to some abstract, impersonal source, or perhaps to the reader” (1997:152). Writers’ authorial presence is indicated through aspects such as the confidence in which they express themselves and relate to their readings and other authors, as well as their own experiences. Clark & Ivanic (1997) stress the fact that writing cannot be separated from the writer’s identity; they talk of their students, struggling with academic writing, who may comment, ‘this doesn’t sound like me’ which, the authors suggest, is associated with the conflicts of identity experienced by students in higher education, between their ‘former selves’ and their ‘becoming-selves’. In other research, Ivanic (in Lea 1998) looks at the experience of mature adult student writers in a traditional university setting, (still first language speakers). In discussing aspects of identity in writers, she focuses on the notion of self and distinguishes between the ‘autobiographical self’ – the identity the student brings with them to their writing, their personal make-up, the ‘discoursal self’ – the impression they would like to convey or how they’d like to represent themselves through their writing, and the ‘self as author’ – more related to the idea of authorial ‘voice’ and the opinions, beliefs and authority that the student feels they can lay claim to in their university writing. And she mentions a fourth notion of writer identity, which relates more closely to the institutional context and the way in which student writers occupy different subject positions in this context. She suggests, “student writing is about more than conveying content. It embeds conflicts of identity as students struggle with the dominant discourses and practices of the university and its different socio-cultural settings” (Lea, 1998:159-160).

Writing is essentially a communication – from the writer to the reader, but both the writing and the reading of the communication are affected by all sorts of factors. In studying writer identity, Ivanic felt it was “important to pay attention to both types of social context: the immediate interaction between real individuals, and the norms of the cultures in which they are operating” (1998:77). Clark & Ivanic (1997) refer to the context of situation of a text – the immediate environment in which it is actually functioning – taking into account the people, location and time factors involved, as well as the relationships between them, their beliefs, backgrounds and interests. In a written

text this involves the immediate environment of both the writer and the reader of the text. They point out that an important aspect here is the relationship of power between these participants, and they illustrate: “a student writing for a university lecturer is likely to be in an unequal relationship in which the lecturer has more power and status than the student: the lecturer is the one who assesses the piece of work and can therefore affect the very future life of the student; the lecturer is usually perceived as more knowledgeable and experienced than the student; the lecturer is usually older than the student” (1997:65). Every combination of aspects such as those related to culture (beliefs, background), interests, gender, age, discipline, class, will affect the writing and the reading of the text. Clark & Ivanic distinguish well between context of situation (for example, participants – readers and writers, deadlines, requirements, assignment topic, physical circumstances) and context of culture (for example, genres, literacy practices, power relations, values and beliefs), and they demonstrate how these shape the writer as well as the act of writing. In the writing of a university assignment, the context of situation is mainly that of student writer and intellectual assessor; the writing centre brings in a (hopefully) non-threatening middle person – a sounding board, helper, mediator with specific skills, who has less power than the lecturers but more than the students. The context of culture is potentially massive and dynamic – and it is not all shared.

3.2 Developing Perspectives on Student Writing

Shaughnessy (1979) outlines three different types of explanations, attached to different pedagogies, of why academically ill-prepared young adults ‘mismanage complexity’ in their writing; those stressing grammar (focusing on the language patterns), process (focusing on the composing process) and the therapeutic value of writing (focusing on the writer’s attitude towards themselves). She stresses that a teacher should not actually have to choose from these pedagogies, because each addresses only one part of the problem. Lea & Street (1998), in fact, divide educational research into student writing in higher education into three main perspectives or models, along similar lines; study skills, academic socialization and academic literacies – but offering an encompassing idea rather than the necessity of a choice, in other words, with each successive model encapsulating

and building on the previous ones. I will outline each of these models below and refer to other perspectives that could be related to Lea & Street's ideas.

3.2.1 The Skills Approach

The 'Skills approach' to the teaching of writing – where it was regarded simply as a set of (technical) skills that could be given or poured into the student (and that it was possible for a student to get their writing fixed by someone else) was popular in the 1960s. Writing and reading were seen as skills that need to be taught and as separate from speaking – which is *acquired*. This approach, according to Lea & Street, focuses on surface features of language – grammar and punctuation, and it “suggests that students lack a set of basic skills that can be dealt with primarily in a remedial study skills or learning support unit. This takes no account of the interaction of the student with institutional practices and is based on the underlying principle that knowledge is transferred rather than mediated or constructed through writing practices” (1998:169). Rawson (2000) outlines why writing being regarded simply as a skill isn't good enough, he declares that focusing on skills as outcomes undermines higher education's goals of developing independent and critical thought in its students. It neglects to recognize the evolving nature of society, its problems and potential solutions to these. And this approach of course, serves to maintain power (of the 'skilled' over the 'unskilled'). Pardoe (2000) explains that the view of 'educated literacy as an asocial, technological skill' does not empower students, but rather emphasizes their exclusion, and makes that an issue of their personal failure, and that it serves to encourage their hostility and resistance to conventional forms and dominant discourses rather than a desire to learn them. And it also fails to acknowledge the students' cultural and literacy backgrounds and understandings – effectively ignoring the foundations for further development, according to Pardoe. Clark & Ivanic (1997) also have difficulties with the term 'skills', because it implies a separation from the social context that favours certain techniques, and effectively encourages learners to fit into rather than challenge or change the existing order. These authors claim that conceptualizing writing in terms of skills portrays it as a technology, easily transferred across contexts and irrespective of content, rather than a process of meaning-making, negotiation of identity and social participation.

Advice on writing in course handbooks is still technical in appearance and generally misses the social link. Lea & Street (1998) looked at documentation offering advice on writing to students at two British universities and found that in both institutions, the majority of the documents they analyzed concentrated on the surface issues of grammar, punctuation and spelling, and included instructions for referencing, writing bibliographies, footnotes and warnings about plagiarism. Seldom did they deal with much more than such technical information. My study of the presentation of referencing skills and the concept of plagiarism in course handbooks in the Humanities faculty at UCT in 1997 provided similar findings (Hutchings, 1997). Thus, generally writing is presented in such documents as a skill or device that needs to be taken on by students so that they can have the 'right' appearance.

3.2.2 The Process Approach

The 'Process approach' evolved in the 1970s, where the teaching of writing emphasized the process rather than the product, and this usually involved variations around instructions on a five-stage menu – of choosing a topic, planning an outline, developing it into a written piece and finally, editing and proofreading – in the belief that writing would then be acquired (and the products would thus be taken care of). This approach seemed to assume that the development of writing is a linear one – proceeding through a series of stages, each building upon the previous. However, the relationship of writing to thought processes (and the fact that they are essentially recursive and multidirectional) is not attended to. Indeed, Clark & Ivanic argue that this sort of idea “undermines the concept of writing as a thinking process and a space where the writer is negotiating his/her identity, and encourages students to think that writing is simply a translation into words on the page of the thinking they have done beforehand” (1997:89). And Couture comments that the writing process here, “has been interpreted in the main as a structure to be modelled and not as the full development of the writer’s agency, a much more complex phenomenon” (1999:33). Tobin apparently referred to the process movement as “a rebellion against pedantic obsession with textual correctness, formulaic display of rhetorical form, and the mechanistic drafting procedure of ‘outline, write, proofread, hand in’, a regiment that was drilled into every grade school child and yet summarily was ignored by many students as a viable procedure for getting the job done” (in Couture,

1999:30). It is not a mindless checklist to go through; there is a difference between correcting, instilling or teaching technical skills and encouraging knowledge production through acceptance – recognition of one's own knowledge and capabilities, and consequently, development. Activities such as 'describe', 'discuss', 'critique', cannot simply be 'taught'. Clark & Ivancic struggle with the technicist aspect of the process approach because as they point out, writing is a thinking process and "much of what writers think becomes clear only through and in the act of writing" (1997:234), and thus rigorous and detailed planning cannot be done before actually writing and, in fact, rigid plans could serve to block creativity and the development of new ideas and these authors emphasize therefore, that writers need time and encouragement to draft, discuss and redraft their writing – or, as Elbow says, "Meaning is not what you start out with but what you end up with" (in Ryan, 1998:7). Writing in process is actually messy, even though the end product looks linear and clean, with a beginning, a middle and an end (or an introduction, a body and a conclusion), and until recently (late 1970s /early 1980s), many teaching manuals intimated such a product is reached through an equally clean and linear process. Further criticisms of the process approach are made by White (2000), who complains that it assumes that writing in first and additional languages is the same and that it overlooks the limitations of writing in a second (or additional) language. Also, he points out, it reduces the attention given to product and to assessment criteria.

3.2.3 The Genre Approach and Academic Socialization

The 'Genre approach' emerged in the 1980s, where the fact that different types of writing existed in different fields was highlighted, thus the focus of this approach was text. Genre studies covers a wide and interesting area, a discussion of which would take me beyond the reaches of this thesis, so I am confining my discussion here to ideas on teaching writing within the acknowledgement that different kinds of writing are required by different disciplines. Lea & Street (1998) refer to the academic socialization perspective, where the tutor's task is to inculcate students into the new academic 'culture', and students are encouraged to learn the conventions of particular disciplinary discourses and genre. They say that academic socialization, derives from more than simply skills in becoming an academic writer, but from interactions of student and tutor assumptions and understandings of assignment topics, feedback from teaching staff on students' written

work, as well as the importance of the students' own identities as writers. It is important, however, to bear in mind that teaching writing in one language to speakers of another language needs the recognition that there may be difficulties due to differences in writing and in 'meaning' and 'understanding' in other languages, and Lea & Street criticize the academic socialization approach because they claim that although it is more sensitive to the student as learner and to the cultural context, it assumes a homogeneity to the academic culture – still implying that access is simply gained through the learning of its norms and practices and treating writing therefore, as 'a transparent medium of representation'. What is lacking in this approach is the recognition of both political and transitional aspects of academic practices – including, for example, issues related to language and discourses, and their effects on the production and representation of meaning at the institution.

3.2.4 The Academic Literacies Approach

In analyzing his students' writing, Pardoe (2000) realized that their difficulties needed to be explained in terms of their *understanding* of their discipline and lectures, rather than their *misunderstandings*. He claims that his students' difficulties offered insights beyond their own background, practices and understandings, and into the ambiguities and tensions within the available accounts of his project – generally into the ways in which familiar views of writing and texts and dominant discourses within the respective fields, guided students' unsuccessful texts. In practice, he says this means

we don't resort to 'explaining' students' unsuccessful writing in terms of their cognitive deficit, or lack of skills, ability, knowledge and understanding, until we have at least pursued the functional nature of their text, its potential coherence and 'rationality', and the links the writers themselves seem to make to conventions, dominant practices and the task they were aiming to achieve. Only then can we understand what guided their text, and in a pedagogic context, understand what more they might need to know to make their writing more successful.

(2000:162)

The third perspective suggested by Lea & Street, is the 'Academic Literacies approach', where consideration is given to the contested nature of academic writing, the variety of literacy practices engaged in by students during their studies, and the fact that different positions and identities as writers and readers are adopted by the participants – both students and teaching staff – in the writing process. Ivancic (1998) distinguishes this approach from the notion of academic literacy being one fixed set of practices simply

requiring an initiation into, as one of a more critical perspective, recognizing that these practices are socially constructed and thus open to contestation and change. In discussing the recent shift in the study of academic writing to a 'social view' of writing, she discusses concepts arising within this view; the notion of a 'discourse community', issues of intertextuality, imitation and plagiarism in academic writing, questions of authority and authorial stance, the distinction between ethos and persona in academic writing and she ends with critical views of academic writing and the idea of accommodation and resistance to conventions. Lea explains,

It is necessary to consider the social contexts within which any literacy event is occurring, and to realize the meanings that are produced for individuals who are engaged in any process of reading and writing....Learning at university involves adapting to new ways of knowing: new ways of understanding, interpreting and organizing knowledge. Practices of academic literacy are central processes through which students learn new subjects and develop their knowledge about new areas of study. Meanings are not simply given by the texts that students encounter during their studies but are created through a particular set of literacy practices.

(1998:158)

These authors claim that an academic literacies approach would provide limited explanations but exploration within this approach could provide a fruitful area for research and for teacher education in higher education.

Not enough account has been taken by models, previously used to understand student writing, of the importance of hierarchical relationships attached to writing practices and identities in the academic institution, according to Lea & Street (1998). They later state, "The current movement away from traditional academic disciplines and subject areas, within which academic staff have conceptualized their own and their students' writing practices, makes a broader perspective critical in understanding the 'problems' being identified in student writing. Without such a perspective, such problems tend to be explained mainly with respect to the students themselves or seen as a consequence of the mass introduction of 'non-traditional' students" (1998:170-171). Recognizing that accessibility to higher educational institutions was now open to people of a variety of diverse backgrounds – class, gender, age, for example, and that they brought with them a variety of practices as a result of their diverse backgrounds, a new literacy movement emerged – that of the New Literacy Studies (NLS). Whilst NLS can encompass a variety of literacy areas, I am speaking of it here with specific regard to literacy in Higher Education. New Literacy Studies is a source from which the Academic Literacies model

evolved. This movement approaches literacy as a 'plural set of social practices – literacies', rather than a single entity, according to Gee (1996:47), and language, learning and identity development are interrelated within these social practices.

Thus, New Literacy Studies takes a sociological and ideological view of academic practices and the power and discourse relationships within them. It regards student writing as a negotiation of meaning making and, as Lea & Street (1998) point out, there is growing support in literature for the idea that students' writing problems may be due, in fact, to gaps between student interpretations and the expectations of teaching staff.

In other words, New Literacy Studies views writing as a social practice, consisting of a complex set of physical, socio-political, cognitive and affective elements, and to which there is no *right* path or set of practices (Clark & Ivanic, 1997). These depend on and are affected by the current context, and previous experiences, values and beliefs of the writer, as well as the nature of the writing task itself.

Clark & Ivanic (1997) use the term 'writing practices', rather than 'skills' or 'procedures', to emphasize the social nature of what we do as writers. They explain that practices refer not only to what people do, but how they regard what they do, and how this constructs them as social subjects. And they point out that even practices of preparing to write are socially and ideologically shaped – for example, in browsing for ideas and working independently or being 'obedient' and reading the textbooks from cover to cover. The term 'procedures', according to these authors, has prescriptive connotations, decontextualizes writing and neglects to capture the textual, interactive and contextualizing dimensions (*cf.* Fairclough, 1992) of the act of writing.

As will be shown, much 'mediating' is done in the Writing Centre, especially with foreign students (– possibly due to a lack of interpretative, language and social support elsewhere at the institution), for example, around introductions and own opinions as well as readings consulted. The New Literacy Studies theory does not provide a set of resources for me as a practitioner in the Writing Centre, however, it is useful in informing my research – my explorations of Writing Centre consultations, which I regard as literacy events.

3.3 Developing the Institution

Academic literacy encompasses a growing body of literature suggesting, as I have mentioned, that student writing problems can be explained through the gaps between expectations by staff and the students' interpretations of what is involved, and Street comments,

Viewed from a cultural and social practice approach, rather than in terms of educational judgments about good and bad writing, students' struggles with academic writing give us insights into the nature of academic literacy in particular and academic learning and institutions in general. Courses in student writing seldom adopt this position whilst disciplinary tutors prefer to leave the writing dimension of such critical reflection to the generic courses.

(2001:21)

Street says writing support units are likely to fall within what he referred to as the academic socialization approach, where students are inculcated into the culture of the academy, and a distinction is made between 'deep' and 'surface' learning', focusing on student orientation to learning and interpretation of learning tasks. With the model of the Writing Centre as a separate support unit (not connected to the department), it is unlikely to have the power to shift much further into an 'academic literacies' orientation – which aims to facilitate reflexivity/language awareness such as switching in linguistic practices, social meanings and identities, disciplinary comparisons, (Street, 2001). Some inroads are possibly made through our Writing Centre's research component and through the collaborative projects undertaken with departmental teaching staff. However, it is likely that our students come to consultations in order eventually to be able to fit in better with their departments expectations and, whilst acknowledging different literacy practices, it is unlikely that these students would remain with us if the literary products we worked on with them did not comply with the practices and expectations and acceptable norms of their departments.

Perhaps, therefore, a different sort of model is needed to fall in with the new developments that an academic literacies approach calls on – such as an academic 'mentorship' model or practice incorporated into departments. Adopting the perspectives of New Literacy Studies would, according to Street (2001) entail major changes in attitudes towards the teaching of writing at the academic institution, coming to see it as the responsibility of teaching staff within the disciplines – as opposed to a function of marginalized remedial courses or generic courses. And that still, within the disciplines,

the teaching of writing is not marginalized as something technical needing to be dealt with quickly at the beginning of a course, but is incorporated into the development of disciplinary knowledge, becoming part of the reflection and development of the knowledge itself. As Street suggests here, “if subject tutors address the apparent common-sense discourses of their own discipline, they may come to question some of what remains taken for granted whilst hidden” (2001:21). Street does continue to explain that this would not imply doing away with reflective language awareness courses – which would indeed still be needed, enabling tutors and students to compare disciplines rather than simply be socialized into one of them. He claims that the role of such courses, rather than functioning as socializing or skills remediating ones, would serve to analyze and compare the conventions, norms and communicative practices of the different disciplines and, indeed, the role of the institution itself. And he predicts the emergence of a metalanguage used for such description and analysis – involving linguistic knowledge of writing practices specific to disciplines, as well as social knowledge of relationships amongst the disciplines and within the wider discourse community.

New Literacy Studies theorists have not yet outlined clearly practical ways of catering for different practices in academic institutions and I would like to look towards establishing such institutional support and development using the insight given by the Writing Centre database, alongside theories of mentorship, some of the literature of which I will now outline in Chapter 4.

There is no such thing as a point at which someone has finished learning to write: learning to write is a life-long process.

(Clark & Ivanic, 1997:229)

Chapter 4: The Concept of Academic Mentorship

4.1 Introducing Mentorship

In this Chapter, I will give some insight into the definitions, theory and roles of mentors and distinguish these from those of lecturers and supervisors and their relationships with their students or protégés. Generally, mentorship implies all sorts of support – social, emotional, personal, and not necessarily intellectual and most of the literature on mentorship relates to this and skills therein, and not necessarily intellectual. There is very little literature available on research on mentoring within academic institutions in South Africa. Other than peer mentoring, the concept of academic mentorship is still a relatively new idea in other countries. However, I hope to link the idea of academic mentorship to the theory behind New Literacy Studies. In my discussion after the presentation of my results, I will link the work of the Writing Centre consultancy to the models of mentorship outlined in this Chapter – although, where appropriate here, I do relate general ideas from the theory of mentorship to general aspects of the Writing Centre work.

4.2 Considering the Writing Centre Consultation, Facilitating Learning and Mentoring

I view the Writing Center as a place of learning not only in the intellectual sense, but in the broadest sense of learning – I see it as a place for nurturing.

(Hunter, in Okawa, 1993:166)

Whilst at first glance, the consultation may appear to be a simple, straight-forward transaction, where the student writer brings in a written assignment for a critique and assistance from an experienced consultant, they read over it, talk about its strengths and weaknesses, and how it could be improved, and the student then redrafts it, “Underlying this transaction is a rich body of competing motives, philosophies, and ethical constraints that intermix in ways that both inform and impinge upon the writing tutor’s methods” (Sherwood, 1998:1). In fact, the consultant’s role can vary from session to session. At different stages, they can act as friend, tutor, commentator, collaborator, writing ‘expert’, counsellor or more, (*cf.* Ryan, 1998).

Sherwood categorises the philosophies or epistemologies informing writing centre practice into three general types – fairly easily related to the skills, process and literacy approaches outlined in Chapter 3: Current traditional rhetoric – where consultants would focus most of their effort on the writer’s text, dealing with concerns

such as grammatical correctness, style, and proper form – in other words, viewing the text as a product and their own role as that of expert editor; Expressivism – where writing is conceived as a process of self-discovery, and the focus is on ideas and knowledge – the process, and not so much on the product – consultants see themselves as facilitators who ask questions of their students, thus drawing ideas out of them and helping the writer to better understand their process; and Social Constructionism, which emphasizes the collaborative making of meaning within social and historical contexts; “Under this model, tutor and student interact more or less as equals or co-discoverers each contributing creative vision to a project, each sharing (by consensus) in the decision-making, and each learning from the other” (1998:3). Sherwood believes that Writing Centres would respond best by embracing an ‘epistemological mix’ of the best qualities of each philosophy.

Earlier, Murphy had supported the belief that social constructionism would turn writing centres from places where knowledge is seen to be exterior and directly accessible, or places informed by a conviction to individual ‘genius’, seeing knowledge as interior to the student, and the purpose of the writing centre as being to help students “get in touch with this knowledge, as a way to find their unique voices, their individual and unique powers” (1994:34), into centres whose theory of knowledge she sees as being based not on positivistic principles or ‘Platonic or absolutist ideals’, but on the notion of it always being contextually bound, and socially constructed, and, she claims an appropriate motto for such a centre might be the statement: ‘For excellence, the presence of others is always required’. And Murphy adds that control, power and authority in such a centre would be placed in the negotiating group, rather than the tutor, staff or individual student.

Humanistic psychology (originating in America, with such people as George Kelley, Abraham Maslow and Carl Rogers) is useful here because, like popular beliefs about education, it is based on the notion that most human behaviour comes from positive impulses and that individuals are in charge of their own destinies. In addition, it is based on a notion of constructivism – that reality is constructed (and reconstructed) by people – due to a positive desire or impulse to understand it and make meaning out of what they do (Goodwyn, 1997).

It may be useful to outline some of Roger’s theory here as it falls in with our Writing Centre’s practice and the concept of mentoring in education, which I will discuss shortly. Rogers extended his position on therapy from his notion of *Client-*

Centred Therapy to *Student-Centred Teaching*; he reasoned that if his basic hypothesis regarding human relationships facilitates the learning which is called therapy, it could likewise be the basis for learning which is called education, (Joyce & Weil, 1972). The basic tenet of Roger's theory is the assumption that the individual is able to manage their life situations in constructive ways, and the therapist to respect this capacity and use the relationship with their client to help them to identify their own problems and formulate solutions to them; "Such an interpersonal relationship will facilitate the individual's reorganization of himself so that he will (1) be more integrated, more effective, (2) have a more realistic view of himself, and (3) be less defensive and more adaptive to new situations and information" (Joyce & Weil, 1972:210-211), and Rogers refers to learning as a process of disorganization and reorganization in which a "new or revised configuration of self is being constructed" (ibid.). A similar process of deconstruction and reconstruction happens in terms of writing and developing a sense of self.

Joyce & Weil restate Rogers' basic premise in terms of the classroom: in that the student can be trusted "to desire to learn in every way which will maintain or enhance the self; you can trust him to make use of resources which will serve this end; you can trust him to evaluate himself in ways which will make for self progress; you can trust him to grow, provided the atmosphere for growth is available to him" (1972:211). In working towards the creation of such an atmosphere for growth, Rogers says the therapist would attempt to adopt the client's frame of reference and to clarify their attitudes. From his stance on therapy and theory of the self, Rogers develops some principles about teaching – including the facts that we can not teach another person directly – we can only facilitate their learning, and that learning content needs to be meaningful to the learner, and experience that does not fit in with this constructed meaning can only be assimilated if the individual is relaxed enough to take it in. Joyce & Weil (1972) state that an environment in which the student is responsible for their own learning and evaluation and that is supportive and non-evaluative, reduces external threat and enables assimilation of new information. The New Literacy Studies' concerns about learners differing cultural and literacy practices may find points of agreement here.

The idea of the teacher as facilitator is most common in adult education and Galbraith (1990) outlines various theorists' views on this, for example, Knox who suggested that there are three areas of knowledge essential for an adult educator to

have – knowledge of content, of learners, and of methods, and that ideal personality characteristics of the adult educator would be self-confidence, informality, enthusiasm, responsiveness, and creativity. Draves (in Galbraith, 1990) also has opinions on ideal characteristics – understanding, flexibility, patience, humour, practicality, creativity, and preparation – which he feels are important because of the varied roles that an effective adult educator plays within the teaching and learning situation – those of role model, counsellor, resource for information, learning guide, program developer, and institutional representative. And Knowles (in Galbraith, 1990) proposes that they should establish a physical and psychological climate conducive to learning and involve and encourage learners in planning their methods and directions of work, diagnosing their learning needs, formulating their learning objectives, identifying resources and strategizing on the use of such resources to accomplish their objectives, carrying out their learning plans and evaluating their learning. Galbraith (1990) also refers to Brookfield who gave six principles of effective practice that indicate particular beliefs and characteristics associated with the facilitator of adult learning. These are: that participation is voluntary, there is mutual respect among participants for each other's self-worth, facilitation is collaborative, that learners and facilitators are involved in a continual process of activity; reflection — collaborative analysis — reworking — and more reflection, with the objective of developing a skill of critical reflection in the learners, and that the aim of the facilitation is the nurturing of self-directed, empowered adults.

In a similar vein, Goodlad (in Sexton, 1998) claims that Mentoring is “the process through which the student is equipped with the knowledge, skills, attitudes and behaviours necessary to be productive and successful at university and in society” – a succinct echo of Gee's definition of discourse. So mentoring is perhaps a means of enculturation of the protégé into an affinity group (a term which Gee used at a recent presentation, AILA November 2001) – presumably to which the mentor already belongs.

4.3 The Concepts: Mentor and Mentee

Mentoring is a powerful transformative process that allows and encourages individuals to reinterpret their personal, professional, and political environments and to search out alternative ways of thinking and acting. It is a method that insists that learners confront and wrestle with differing viewpoints and perspectives if intellectual growth, change, and development are to occur.

(Galbraith & Zelenak, 1991:127)

Athena [Odysseus's mentor] combines the characteristics of tour guide, symphony conductor, family therapist, senior policy advisor, and delightful companion with a sense of humour.

(Wiltshire, 1998:131)

Common to many of the descriptions of mentor relationships in the literature I have read, is the issue of support and empowerment of the mentee, through encouragement, counselling, and guidance, usually from an older or more experienced guide. It is a one-to-one relationship of teaching and learning. Most definitions include the fact that such relationships can prove essential in terms of this support especially during periods of major transition or developmental processes, and in assurance to the mentee that they are not alone. The concept of a journey is often included as the means by which mentors transmit wisdom to their protégés (see, for example, Kram 1988, Galbraith & Zelenak 1991, Tomlinson 1995, Wiltshire 1998, Daloz 1999 and Coe & Keeling 2000). Jung's mentoring archetype apparently represents 'knowledge, reflection, insight, wisdom, cleverness, and intuition' (Daloz, 1999). This figure – masculine or feminine – is likely to appear, just in time, 'to help the traveller along the journey', in a situation, where insight, understanding, good advice, determination, planning, and so on, are needed but cannot be mustered by the individual.

Galbraith & Zelenak (1991) list various descriptions of the role of a mentor: role-model, advocate, sponsor, counsellor, challenger, developer of skills and intellect, listener, host and balancer. Tice (1994) points out that good mentors are, more than credible role-models, they are people who see their protégés as who they could be as well as who they are, and focus not on their protégés' shortcomings and mistakes, but on their strength, power and potential – reminding them of these always, and because of their mentors' credibility, protégés are able to give sanction to their vision.

Like Literacy Studies, the concept of mentorship has evolved over the years. Zachary notes its focus has shifted, "from a product-oriented model, characterised by the transfer of knowledge, to a process-oriented relationship involving knowledge acquisition, application, and critical reflection" (2000:4). And, she says, this shift in practice is consistent with what we know about adult learning – that they learn best when they are involved in the diagnosis, planning, implementation and evaluation of their own learning, that the facilitator's role is to create and maintain a supportive climate for the learning to take place, that learning is most likely to occur when it is self-directed and there is a specific need to know and they are internally motivated, that the learner's life experience is a primary resource for their learning, that their

learning is enriched by the life experiences of others, and also that adult learners have an inherent need for immediacy of application of their learning.

She explains how these are related to elements in the changing (learner-centred) mentoring paradigm: the mentee role has changed from passive receiver to active learner, the mentor role from authority to facilitator, the learning process from mentor-directed and responsible for the mentee's learning, to self-directed with the mentee being responsible for their own learning, and the length of the relationship from a calendar focus to a goal determined one. Brookfield characterized effective facilitation as "the conditions of voluntary engagement of both partners, mutual respect for the mentee's individuality, collaboration, critical reflection, and empowerment of the learner" (in Zachary, 2000:xv). Other changes in this new mentoring paradigm are from the idea of one mentor for life or one mentor to one mentee, to the understanding that there can be multiple mentors over a lifetime and multiple models for mentoring – individual, group and peer models, and even the potential for changed settings – from face-to-face to multiple and varied venues and opportunities.

Vygotsky believed and demonstrated with evidence, that experts assisting novices within their zone of proximal development (what they are capable of with some extra guidance) in cultural activities such as reading and writing could enable the learners to eventually work independently (see Beck 2000) – this is, in other words, a mentorship model. At this stage, I would formally like to introduce the idea of Academic Mentorship.

4.4 The Concept: Academic Mentorship

For when the aim of education is understood to be the development of the whole person—rather than knowledge acquisition, for instance—the central element of good teaching becomes the provision of care rather than use of teaching skills or transmission of knowledge.

(Daloz, 1999:xix)

Effective mentorship is akin to guiding the student on a journey at the end of which the student is a different and more accomplished person.

(Daloz, 1990:223)

The mentorship concept has been given little official heed in academe. Much of the literature I have consulted so far that talks of mentoring in an academic context either uses the term in relation to seemingly highly committed partners who provide over and above what normal tutors may (for example, Coe & Keeling, 2000) or interchangeably with 'peer tutoring' (for example, Bozalek, 1994) or within an intern-

teacher project (for example, Tomlinson, 1995, who looked at the mentoring of teacher to teacher-in-training).

Coe & Keeling (2000) advocate peer mentoring programs for postgraduates which, they feel, would provide support networks for new students and for existing students, skills development in areas such as the following: communication, time management and organisation, group facilitation, researching for information, learning, problem solving, self-confidence and reflection and networking, as well as enabling improved job opportunities. And in their book, they show that such programs are of benefit to the institution in turn.¹ They claim such a program can save time in the long run on the part of supervisors and boost the confidence of the student mentors, improves feedback on postgraduate issues and is generally beneficial for supervisors and students alike. They believe that mentees need to be mentored by students with a closely relevant experience, but I note that their idea of mentoring includes checking e-mails, talking about where to live, roughly an hour every 4-6 weeks, no counselling, no supervision and no pay.

Bozalek defines peer tutoring as students of similar ages and educational levels teaching each other and she points out that actually, peer-tutoring initiatives usually refer to encounters between more and less academically advanced tutors. She introduced the practice of working in small groups in lectures, where her intention was to explore whether such tutoring would be effective when the tutors were not more advanced academically. She hypothesized “that peers would have a greater understanding of their fellow students’ needs and would be able to explain concepts and transmit skills to them in a more ‘user’ friendly way than perhaps a lecturer could” (1994:3). She designed tasks within this program thereby hoping to open up the space for students to reconstruct knowledge actively for themselves, rather than the lecturer simply transmitting information to a group of passive recipients. She later concluded that it was essential that the peer tutors were academically strong.

Closer to my idea of academic mentorship is that of Daloz’s (1990), who, in talking of faculty staff as mentors, sees their function as that of cultivating the growth

¹ “Provides a solution to the on-going problem of students not being able to absorb the large amounts of information given to them at induction. Helps to integrate mentees within their academic environment and in so-doing, equips them with the understanding and ‘know-how’ needed to undertake a sustained piece of research and complete it within the prescribed time. Facilitates the dissemination of the key information that the mentees need in order to function effectively. Encourages mentees to take more responsibility for their own learning, so making for more efficient use of study time. Fosters the development of a cross-discipline and cross-year graduate community. Fosters a sense of belonging and being cared for and helps to develop friendships which often extend outside of the group. Helps to overcome isolation and stress. Academic performance and

of their students, where they *align themselves in relation to* their students, rather than forcing them in any way, and they aim to empower their students by helping to draw out and shape what they already know – similar to the idea of ‘finding their voices’, mentioned in Chapter 2 – rather than serve purely as sources of knowledge. Or, as Cross mentions, “The mentor of adult learners is not so much interested in fixing the road as in helping the protégée become a competent traveller” (in Daloz, 1999:xi). In Daloz’s mind, the mentor has a wider role than the conventional faculty adviser; whether or not they teach classes, “they are inevitably engaged in one-to-one instruction and are consequently more concerned than regular teachers with the individual learning needs and styles of their students” (1999:21). The National Academy Press (2000) provides an adequate overall view of the academic mentor, who is able to share their life experiences, wisdom and technical expertise, is a good listener, observer and problem-solver, spends time on getting to know the student and helps to establish a relationship of mutual respect, trust, understanding, and empathy, and an environment in which the student can develop to their full capacity.

One of the typical life sites of mentoring is in times of transition for the mentee. Daloz notes that on entering higher education, students are in a real sense *changing environments*. And here, mentors can serve important functions in introducing students to the new world, interpreting it, and helping the students to learn what they need to know in order to flourish in it – explaining what he calls ‘the arcane mysteries of academia’, and helping students to understand how this environment works and what higher education expects of them. And he continues to explain that mentors, also being part of the academic environment – teaching, behaving, speaking its language and understanding its peculiarities, thus provide a kind of ‘test environment’ for their students. And as they work, he believes, “Mentors can *support* their students in their present ways of being, they can *challenge* their students toward more appropriate adaptations to the higher education environment, and they can *provide vision* for students to help them see where they have been and also where they are going” (1990:207).

Galbraith & Zelenak (1991) explain the mentor as a guide who assists the protégé in their journey toward discovering and examining newfound intellectual territory. They share and help promote the dream or vision of the learner, but the mentoring

productivity ratings are higher. Develops transferable skills and competence which result in increased confidence and self respect

relationship requires commitment from the mentee as well as the mentor. The mentee needs to be keen to work, to learn and to *want* a mentor. Galbraith & Zelenak add some ideal personality characteristics of the protégé; essentially, they must take on the role of risk taker – prepared to venture into unfamiliar territory in the hope of making new discoveries. Involved in their risks are the possibilities of confrontation and critique, as well as evaluation. They seek to be ultimately independent. They are also able to both separate and connect; “There must be a willingness to separate the old ways of thinking and acting from the new and to critically reflect upon what this means within the context of one’s life. Being a connector means to relate or connect new information and discoveries to life experiences and roles and to find this connection educationally transforming” (1991:127).

Fish (1995) also suggests that there is no need for the mentor to be an expert ‘knower’. She states that student learners are already in possession of much knowledge and need to be jolted out of believing they are dependent on authorities. She feels that students need to recognise their own knowledge and abilities, as well as which aspects of their work are in need of development and refinement. The ‘Responsibility’ node in my analysis will concentrate on such aspects.

4.5 Refining the Roles within Academic Mentorship

The act of mentoring should not be confused with counselling. Mentoring, an interpersonal skill involves many counselling aspects. However, unlike a counsellor, it is essential that the mentor/consultant shares their ideas; this relationship cannot be one-sided. According to Kram, “Counselling is a psychosocial function that enables an individual to explore personal concerns that may interfere with a positive sense of self in the organization. In this context [of mentorship] an individual finds a forum in which to talk openly about anxieties, fears, and ambivalence that detract from productive work. The more experienced senior colleague provides a sounding board for this self-exploration, offers personal experience as an alternative perspective, and helps resolve problems through feedback and active listening” (1988:36). Tomlinson, whose focus was on mentorship in the teaching profession, raises the fact that mentoring is more than just counselling; although it includes some aspects of counselling it has at least a different emphasis: in counselling, the focus has tended to

as well as an enhanced awareness of strengths and weaknesses” (Coe & Keeling 2000:4).

be strongly client-centred; the person being helped basically directs the process and the counsellor is seen *only* as facilitator of the client's self-development goals, and whereas counselling aims at achieving client satisfaction and contentment, the aims of mentoring also include equipping clients with (field-specific) capabilities, such as teaching or academic ones. Thus, in counselling, the pedagogic text is the self; in mentoring, it is the disciplinary method and component (of the job or course). Tomlinson sums up: "mentoring and counselling are different in that one is more inclusive than the other; mentoring includes aspects of interpersonal facilitation and influence, whilst counselling does not necessarily involve the learning of capabilities. ...Mentoring involves engaging the motivation and commitment of students towards achieving such capability and to those processes likely to be effective for their acquisition" (1995:63). Goodwyn (1997) agrees, explaining that modern counselling generally takes a very non-interventionist approach and mentors, he says, are constantly and systematically intervening. He warns, "too much telling can reduce the capacity of the individual to undertake thoughtful, independent action. A mentor is not a counsellor but a counselling model offers tremendous help and insight" (1997:74).

An interesting distinction of the roles in a mentoring relationship – in terms of task, contributions and expectations, and transaction aspects – is given by Dennis (1993). He claims that the learner's task includes defining, redefining and managing the problem, whilst the mentor's task includes understanding, challenging and resourcing. Also, that the mentor 'puts in' skills, knowledge and experience and 'pulls out' potential, commitment and expertise, and that before meeting, the learner submits their report by the agreed time and asks specific questions, while the mentor reads the report, makes notes and compares it to previous work. During the meeting, they both discuss general and specific points, changes and areas for development. Finally, after the meeting, the learner revises their report and notes their general learning points and the mentor asks about progress and responds to queries.

Supervision, a particular form of teaching thesis-writing students, is often misunderstood as mentoring. In my mind, the supervisor advises the student on the content and structure of research through the research process. They are already experts in their fields, but whilst they could become mentors, they are not necessarily mentors.

The writing centre consultant differs from the lecturer in that they are on a level with the client at least and not necessarily intellectually or knowledgeably superior. A mentor within a department may differ from the consultant in this respect. Common to teacher and mentor is the goal of the pupils' learning. As mentioned, facilitating learning is considered a vital approach for the mentor. However, often in teaching, there is the 'delivery metaphor' – teachers give to others and facilitating learning easily slips out of sight (Fish, 1995). This can become more stark in supervision of postgraduate students, for example, Sayed, Kruss & Badat (1997) outlined two styles of supervision they observed in their study at the university of the Western Cape; that of 'director' – where the student is encouraged to be dependent, and that of 'mentor' – where the student is encouraged to be independent. They found that how the students perceive the role of the supervisor, seems to affect the outcomes of their theses; significant to their completion were the supervisor's empathy, supportive family networks, their own gender (male students did not appear to be disrupted with children), whether or not they worked and full or part-time studies and their location. And issues that helped towards facilitation of completion were: more structured or formal learning, teaching and training, synergy between research methodology and coursework module, mechanisms to reduce isolation (for example, monthly meetings with supervisors), development of shared conceptions amongst supervisors (for example, what a literature review is and its purpose), mechanism for monitoring, evaluation and development (amongst supervisors), student voices and reflective practices. They also found that the students' understanding of the research act and of the student-supervisor relationship to be significant. Generally, dissertation-only students are unfamiliar with the research process, methodology and formal genre of the thesis. Development of such an understanding is the end goal of the process, but often supervisors and students seem to lose sight of this and struggle with expectations of already having it.

The status accorded to the supervisor was also significant, "The supervisor as director is set up as the infallible expert who knows best and whose word is gospel. The student remains throughout the novice and follower, undermining his/her development as an increasingly independent and autonomous researcher. In contrast, the supervisor as guide and mentor is seen as advisor, critical interlocutor and facilitator of the student's movement towards becoming an independent and autonomous researcher" (Sayed, *et al.*, 1997:6). It is interesting to note that they

found that students who expected the supervisor as director and cast themselves as followers tended to progress faster than those who saw the supervisor as a guide and their research project as ‘an exciting but uncertain journey’ – although the students who saw the supervisor as a guide and mentor felt in retrospect that they had learnt more about the research process than they might otherwise have – and that they were then able to conduct their work better and more independently.

the trip belongs, after all, to the traveller, not the guide

(Daloz, 1986:33)

X

4.6 Benefits of Mentoring Systems – to the Mentor, the Mentee, the Department and the Institution

In business organisations, mentoring systems have had various positive outcomes attributed to them – for example, reports of more promotions amongst protégés, higher incomes, more mobility and career satisfaction than non-protégés and positive impacts on organisational socialisation, job satisfaction and reduced turnover intentions have been reported (Ragins & Cotton, 1999). It is not hard to imagine that such benefits could be transferred to the academic institution. Schultz states, “Mentored students have been found to be able to cope with college because they acquire the skills to get through the institution and achieve a sense of control over their lives” (in Sexton, 1998:8). And Daloz points out that, “Although there are potential problems in any mentor-student relationship, when practised in the context of care for the student and commitment to the learning, mentorship can be a powerful human experience for student and mentor alike” (1990:223).

Like the work of the writing centre, mentorship can provide for a reflective practice. McCormack (in Chesterman, 2000) includes in a list of benefits for mentors, the fact that it provides the opportunity for them to re-examine their own practices, attitudes and values and to refine and develop their own skills of observation, listening and questioning, it gives them the opportunity to discuss professional issues, to extend their professional experience and to hear alternative views on issues and practices within their profession (or discipline or teaching or curriculum).

Mentoring, according to Seaman can “help students to maximise the benefits of studying, address poor attendance and improve retention rates, something that schools have long recognised but higher education has been slower to support” (2000:32). Mentors in the higher educational context of student peer mentoring, are referred to

by Orr (in Sexton, 1998) as a source of parallel academic learning – complimenting and supporting their formal learning, and Orr claims that mentoring thus assists in the critical effort to promote educational achievement and increase student retention. Cohen & Galbraith (in Sexton, 1998) claim that mentors supplement the group experience of large classes, psychologically and emotionally, providing an assurance that someone does care. They claim that engagement in a mentoring program can help students to enrich and advance their learning, and that a mentoring relationship can be especially beneficial for students struggling with academic skills, personal motivation or age-appropriate behavioural problems. Of course, such benefits require appropriate abilities, training and personalities of mentors. And I argue shortly that mentors are specific types of people; not every mature or enculturated academic makes a good mentor.

Mentoring in educational institutions is coming to be seen as a means of integrating (especially minority group or educationally disadvantaged) students into the academic environment, of raising retention rates and educational achievements and of creating a supportive climate on campuses (for example, with models such as AMIGOS, ‘Arranged Mentor for Instrumental Guiding and Organisational Support’ – used by a number of institutions and the Paente project from California). Carefully planned and maintained mentoring systems can be highly successful – recorded benefits of such programs include improved self-awareness and confidence (of students and staff), reduced feelings of isolation and improved retention and academic achievement rates. However, a major success ingredient of such systems is the need for departmental involvement, commitment and support.

With teaching staff involved in the mentoring, aside from the benefits for students, it makes it possible for the staff to generate knowledge about their (and their students) teaching and learning practices. One of Grimm’s students writes: “I would love teachers to learn more about their students and to understand them. I know that may be hard. But I believe it would take away a lot of misunderstandings and put the gap between students and teachers closer” (1998:213). And this learning could thus contribute to development – change and direction of students, departments and the institution. As Zachary (2000) intimates, such a system would require commitment and engagement of mentoring partners. An intradepartmental model would also provide more informed insight into what staff *think* their students ‘know’.

4.7 Mentoring Systems – So What Do They Involve?

Fish (1995), in listing skills that a mentor needs, mentions the fact that the locus of knowledge for succeeding lies in the student learner and not the mentor-teacher. For the student to be able to learn through practice, the mentor needs to be able to hand over authority to them and to know how to do it. She also claims that the mentor must be skilled at reflecting on and investigating practice and know how theory and practice refine each other and understand the role of puzzles in learning. In addition, they must be prepared to share their own experiences in the development and refinement of their own practices, and to be flexible and open to criticism and uncertainty and, Fish says, the mentor should “be a seeker rather than a knower about teaching and learning” (1995:85).

Goodwyn (1997) identifies two major phases (in his context of mentoring teachers) – firstly, progressively collaborative teaching and then increasingly independent teaching. The beginning stages of consulting through the writing process, may involve collaborative writing (modelling, etc.) but gradually, it becomes a matter of the consultant pointing out issues and the student increasingly becoming more independent in their writing – this in an ideal consultation relationship. Goodwyn points out that here, the mentor needs to begin to stand back (and perhaps this requires some training in order to perceive the when and how correctly).

Kram (1988) attributes (in addition to her five career development functions) four psychosocial functions to mentors: acceptance and confirmation – helping their protégé to develop a professional identity, counselling – through problem-solving and provision of a sounding-board, friendship – providing support and showing respect, and role modelling. She explains that, acceptance and confirmation would enable a junior person to experiment with new behaviours – to take risks and to venture into unfamiliar ways of relating to the world of work. The relationship with the mentor has a basic trust that encourages the young adult in this risk taking without the fear of rejection if they make mistakes. She states that, “The relationship that provides this function tolerates differences and thus allows self-differentiation” (1988:35). On experiencing this acceptance-and-confirmation, Kram predicts that the mentee would become more able to express disagreement and conflicting views. Without it, she says, the junior person is more likely to strive for conformity, spending energy trying to please and win acceptance rather than exploring who they want to become in the environment.

At the beginning of her book, offering guidance to mentors, Zachary (2000) articulates a set of assumptions about the nature of mentoring work, emphasizing that it can be a powerful growth experience for both the mentor and the mentee, that each will learn more about each other, themselves and their environments, that it is a collaborative process of engagement, that no-one can mentor without connection and that the establishment and maintenance of successful mentoring relationships is dependant on the commitment and engagement of both partners. She further states, “Facilitating successful mentoring is a reflexive practice that takes preparation and dedication. It begins with self-learning. Taking the time to prepare for the relationship adds value to it. Mentoring with staying power focuses on the learners, the learning process, and the learning” (2000:xviii). Zachary goes on to explain that keeping the focus on the mentee’s learning is helped by ‘tending properly’ and that this is one of the greatest challenges of the mentor’s work, because, “When learning is not tended to, the mentoring process is reduced to a transaction, the integrity of the learning is compromised, and the relationship is undermined” (2000:2).

Daloz (1990) refers to mentorship work as a ‘balancing act’ – much energy is spent by mentors on helping students negotiate balances – between the world they’ve come from and that they are entering into, between the changes in expectations and between the pressures of their work or study and their family and friends, and between providing answers and provoking questions about how they make meaning in their lives. He remarks, “To help students mediate these tensions is the mentor’s art. Effective mentors do this by delicately calibrating the mix of support and challenge they offer their students while holding open the larger questions of ultimate purpose” (1990:208).

Mentors support, challenge and provide vision, according to Daloz (1999). Support, he explains, refers to the means by which the mentor affirms the validity of the student’s experience – done through empathy with feelings, comprehension of words, showing that the mentee is understood; it brings boundaries together. Supportive functions can consist of active listening, accepting, providing structure and expressing positive expectations. In an earlier book, Daloz (1990) states that the effective mentor’s most basic tool is the ability to listen well to their students. He explains that listening provides two important functions; allowing the mentor to collect information on which basis to move forward, and assuring mentees of the value of their input, that they are heard and that they have a degree of control in the

relationship. This, Daloz emphasizes, is more than small talk or merely a device for ‘establishing rapport’ – which it may often look like in a writing centre consultation, but rather, it is a method of finding out about the protégé (or student), what motivates them, what they know, what they want – or think they want, and also of enhancing their inner voices and showing that they are accepted. Similarly, Goodwyn states “through initially offering an accepting stance, a mentor can provide a helpful and friendly space for the student to articulate and then examine her ideas... Careful listening by the mentor helps because it allows for the selection of what will be helpful to the learner, now and in the future” (1997:74-75). Listening is an active process which could involve actions such as nodding, cheering, asking questions – of fact, feelings and meanings, sketching models to clarify and explain an understanding of what the speaker is saying, and reflecting, (Daloz, 1999). In other words, the consultant getting the student to talk – orienting herself to the student’s ideas – helps the student and helps the consultant to help the student.

In supporting mentees, mentors also provide structure, depending on their level of development. Galbraith & Zelenak (1991) explain that sometimes learners need a great amount of structure to enable them to feel safe and supportive. They do stress, however, that once the learners have realized the extent of their abilities and intellect, the dependency they have had on their mentor should become less structured as they move toward independence. Through active listening, the mentor will become aware when such a time has arrived. Daloz (1990) also speaks of the importance of the mentor expressing positive expectations of the mentee – where the mentor, rather than dwelling on what the student did wrong, will concentrate on how the student could improve, suggesting that they are competent and capable of change. Goodwyn (1997) talks of the mentor as protector – for example, in letting the student know its normal to feel bad or negative and rather than an admission of failure, its a sign of growth, and often a necessary part of learning process. Galbraith & Zelenak add, “Mentors also provide support to the learner by being an advocate and a translator of the unknown system (an academic or business setting, for example) in which the learning is occurring. Because mentors are experienced in the setting and know the ‘ins and outs,’ providing support throughout this unknown journey can be a welcome gift to the learner” (1991:128), and also that support is shown by sharing something about themselves as mentors at appropriate times. These authors emphasize that mentorship is a highly personal interaction and that to gain the feelings of trust, care, and genuine

concern about the experience, the individuals involved must be willing to be open, honest, and personal. Openness and self-disclosure allows each person to be seen as an individual. And supportive activities in the mentoring relationship help the learners to feel secure, and from this position, they feel able and keen to explore new ways of thinking and acting, to venture into the unknown.

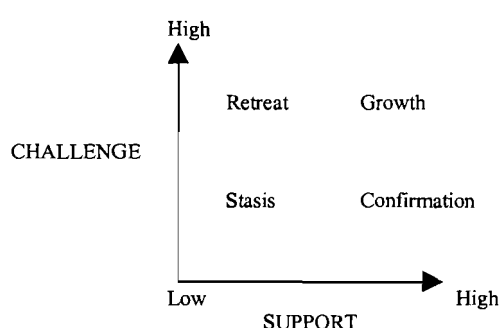
Whereas ‘Support’ brings boundaries together, claims Daloz, ‘Challenge’ peels boundaries apart; its function is “to open a gap between learner and environment, a gap that creates tension in the learner, calling out for closure. The work of closing the gap strengthens our sense of agency, of power in the world” (1999:207). Daloz points out that social scientists would refer to the creation of this gap as one of cognitive dissonance – a gap between perceptions and expectations. Both mentoring and teaching constantly provide fresh challenges that stimulate learning for the mentor as well as the learner, according to Goodwyn (1997). Important for mentors is to help students respond positively to challenge and to support them in this, and this can be done through raising questions, setting tasks for mentees – inviting the learner to play with ideas; to entertain different ways of thinking and behaving, and engaging in discussion and eventually constructing hypotheses, as well as setting high standards, leading them hopefully beyond mere acquisition of knowledge toward critical reflection on its meanings and implications (Galbraith & Zelenak, 1991). These authors explain, “Mentoring is about helping adults learn how to learn, not how to be taught” (1991:129), or, as Daloz phrased it, “Students’ growth ultimately depends on their developing the ability to look dispassionately at their own performance, their own answers to their own questions, and decide for themselves how they’ve done” (1986:229). Thus, Zachary espouses challenge, “sometimes referred to as a creative tension that seeks resolution, a stretch opportunity, or a threat. When mentors shortcut the learning cycle by providing answers, they short-change the process that takes place as mentees seek to discover their own answers by meeting the challenge before them. Feedback is the most powerful tool for assisting learners in meeting challenges. It provides the means for engaging in discussion, setting up dichotomies, constructing hypotheses, and setting high standards” (2000:25). Strategies typical of ‘Challenge’ in the writing centre are where consultants ‘play devil’s advocate’ – encouraging hypothetical thinking and an understanding of different views, and through questioning (*‘what are you trying to say?’*), prompting (*‘explain that to me a bit more’*), clarifying (*‘so, what you mean is...’*) and setting next steps – such as finding

readings or bringing in a draft, and generally in helping students identify their assumptions and encouraging hypothetical thinking, – allowing them to play with ideas (*‘sell your idea to me’*) as well as in providing specific positive feedback. It is important in consultations to talk *around* the writing as opposed to *about* it. Through discussion, the mentor can come to understand the learner’s thinking and can offer an alternative voice and explore alternative views together with the learner – through questioning and listening and the development of better understandings, and this questioning in discussion can provide a challenge for looking at issues from different viewpoints before taking a position of the learner’s own, (Galbraith & Zelenak, 1991).

Finally, ‘Providing Vision’ refers to the promotion of self-reflection on the transition made. Asking for reflection – for example, on the tasks set (by the mentor) or what worked in an essay write – encourages mentees to speak out increasingly in their own voices. Through this, mentors “can help their students to see the way ahead, to gain the insight they will need to further their own educational journey rather than remaining dependent on teachers” (Daloz, 1990:216). Vision is provided by mentors in a variety of ways – for example, role-modelling specific behaviours, giving reminders of what’s to come and holding up what Zachary (2000) calls ‘the mirror of self-awareness’, resulting in extending the mentee’s vision. The writing centre consultant may ask, *‘What do you think about this?’*, *‘What are you going to do now?’*, *‘How will you conclude?’* or *‘What has worked that you’ll do again?’*. Holding a mirror up to the learner, *‘So then, would you agree that...?’*, begins the development of critically aware thinkers, claim Galbraith & Zelenak, “Learners begin to see the outcomes of critical reflection and the implications for new development” (1991:130). And Daloz emphasizes, “when students are provided with some sense of what it means to ‘grow intellectually’, they gain more control over the process itself and are better able to conduct their own journeys” (1990:217). What we model for our students, claims Daloz, is our curiosity and not our knowledge – ‘the journey, not the destination’. And Galbraith & Zelenak (1991) liken modelling to the notion of offering a map to learners, helping them to gain a clearer picture of their journey or their destination, so that they can embark on it. But this map is designed by the mentor, alongside the learner, through questioning and discussion in getting to understand the learner, their needs and aspirations, helping them to make meaning for themselves and feel in control enough to undertake the journey in reality.

Zachary (2000) points out that it is worth encouraging action (rather than reaction) to feedback given, perhaps with a step-by-step action plan, maybe a contingency plan, including follow-up and accountability mechanisms and being sure to ask for feedback on the plan. Daloz (1990) also suggests that providing vision entails suggesting new language. He explains that in early stages of development, people tend to use frequent absolutes, such as ‘always’ and ‘all over the world’, later it can become sharply personal and subjective and still later, he says, a new sensitivity to hypothetical thought can be seen through phrases such as ‘it depends’ and ‘assuming’. And he claims that by flagging unqualified language and offering more appropriate language, we help the learner in naming their emerging worldview more effectively.

Daloz asserts, “Effective mentors seem to wield much of their power through the vision of the possible they hold for their students. Thus, they balance both a present sense of where their students are and a dream of what they can become – without allowing either to eclipse the other. It is almost as though they hold both present and future, actuality and possibility in tension, offering it for their students to accept” (1999:212). And they have to deal sensitively when confronted at times when students’ work falls short – for example, they could remind them that they managed before. Development is not a smooth process, often students slip back and there are repetitive cycles – of difficulties, advice and working together in the writing centre. Daloz reminds us of Piaget’s concept of *décalage*; although we function in a given stance most of the time, we are capable of slipping back when under stress and insecure. Alternatively, we reach out and extend our performance when we are relaxed and secure, and this is the reason why a supportive mentoring relationship is so important.



Dimensions of Response to Environmental Variation (Daloz, 1990:208)

Daloz explains the mentorship ‘balancing act’ by means of a diagram – showing that when support and challenge are low, little happens for the student, and that for

growth to occur, there needs to be a balance between them, “such that our students feel *safe to move*. To risk leaving home they must know that it is safe to return. But they must know, or at least have a general sense of, their destination. They must have a vision which places their journey in a larger context and invokes purpose from their lives” (1990:209).

4.8 The Essential Dynamic Relationship between Mentor and Mentee

The interpersonal skills and capacities of each individual in the mentoring relationship affects the extent of what it is able to provide. For example, Kram (1988) notes that the ability of one individual to ask for guidance and the other to know how and when to offer coaching (involving advice-giving and direction) and counselling (involving active listening and acting as a sounding board rather than an expert), and each of their capacities for giving and receiving feedback, provide for nurturing within the relationship.

Like any relationship, the mentoring one needs to be consistently monitored and readjusted. Naturally it changes, evolving through stages. There are a number of theories on the phases of the mentoring relationship. Often at some stage, the mentor-student relationship evolves from a hierarchical form to a more equal one, as Daloz (1999) points out, from ‘god’ to ‘friend’, or, in fact, it can peter out. There are examples of both sorts of mentoring journeys available in the Writing Centre database. I will abide by Daloz’s positing of stages of mentoring: discovery (self and mutual), consolidation and stability. However, I will offer some other theories for comparison and support.

Tomlinson (1995) relates from studies of skill acquisition, the typical sequence of three phases that individuals go through in acquiring skills: the cognitive, the associative and the autonomous. In the cognitive phase, the individual is aware of the necessity of a plan of action, enabling some basic attempt, and this should include a rough knowledge of what to look for, what to do and when. They do bring some strategy and know-how from previous experience, and may appear to act intuitively, “so that learning becomes a messy mixture of deliberation and ‘letting it happen’” (1995:24). In the associative phase, there are repeated efforts at remembering strategy, making attempts and adjusting their strategy on the basis of feedback, and eventually, the learner finds themselves being more intuitive, with things coming together and becoming easier. In the autonomous phase, the individual can manage to do the whole

action more or less consistently. But the learning doesn't stop here. Tomlinson claims that a gradual further automatizing takes place so that the new learning is institutionalised.

Kram (1988) delineates four typical phases of the mentor relationship (talking of mentoring in the work situation): an *initiation phase*, a *cultivation phase*, a *separation phase* and a *redefinition phase*. This may be a potentially useful framework to use in an analysis of the relationships built up in the Writing Centre with regular clients, some of which evolved into friendships – sort of more equal partners. In the initiation phase, when the relationship is started, “both individuals’ strong positive thoughts result in behaviour which encourages an ongoing and significant relationship...a fantasy emerges in which the senior manager is admired and respected for his competence and capacity to provide support and guidance. ...The young manager feels cared for, supported, and respected by someone who is admired and who can provide important career and psychosocial functions” (1988:51). Kram claims that more than any other phase in the relationship, these fantasies are more powerful than concrete events during this phase. The most potent forces pushing the relationship into a new phase, she says, are the young manager’s desire for someone to guide, counsel, confirm, and support them and the senior manager’s desire to pass on knowledge and experience and to build loyal and competent fellowship. This is similar to Daloz’s (1999) early phases, of which he notes that students seem to defend themselves against their fear of uncertainty by investing the mentor with power. And, he explains, understandably students rely on external authority until they have been able to develop their own inner voice to sort right from wrong.

In the cultivation phase, the positive expectations that were built up in the first phase are continuously tested against reality. This is where the range of functions provided by the relationship expands to a maximum, according to Kram, “It is typically the period less fraught with conflict or uncertainty. The young manager derives a sense of accomplishment as well as a sense of security as he becomes competent and feels increasingly confirmed and respected. The senior manager derives support and satisfaction in seeing the young manager realize the potential identified during the initiation phase” (1988:55), and here the boundaries of the relationship are clarified.

The separation phase is marked by significant changes in the functions provided by the relationship and in the experiences of the individuals, due to changes in the

environment or psychological changes in one or both of the individuals. Kram explains that generally, there are experiences of anxiety and feelings of loss during this period as the equilibrium in the relationship is disrupted. The protégé becomes more independent and autonomous, and the nature and value of the relationship changes. And in the redefinition phase, a new form of the relationship evolves, usually into a friendship, or it may end altogether.

Zachary predicts four phases: preparing, negotiating, enabling, and coming to closure – but these are more in terms of the action of mentoring, and they build on each other, forming a developmental sequence, varying in time with different relationships. She sees these as part of formal and informal mentoring relationships, and she says, “Awareness of the phases is a key factor in successful mentoring relationships. When they are taken for granted or skipped over, they can have a negative impact on the relationship. Simply being aware of them provides significant signposts” (2000:50).

She calls the preparation phase a discovery process, where the mentor (and possibly the mentee) evaluates the viability of the prospective relationship. This initial conversation, she says, sets the tone for the relationship. She refers to negotiating as the business phase of the relationship – when mentor and mentee set learning goals and the processes for achieving them. She says this phase is more to do with the creation of a shared understanding about assumptions, expectations, goals, and needs than the actual formation of a written agreement. It could also be called the ‘detail’ phase – articulating when and how to meet, responsibilities, and so on.

The Enabling phase is the longest; it is where the previous discussions are implemented and most contact between the mentor partners occurs, “The mentor’s role during this phase is to nurture the mentee’s growth by establishing and maintaining an open and affirming learning climate and providing thoughtful, timely, candid, and constructive feedback. Both the mentor and mentee monitor the learning progress and the learning process to ensure that the mentee’s learning goals are being met” (2000:52).

Finally, there is closure and Zachary says that a timely and positive closure is ensured by the mentor being aware of the signals indicating that this time has come. She later lists some such signals which include: mentors feeling of boredom or begrudgement of time, when it feels like the mentee is hanging on and will not let go, the mentee listens to advice but does not carry through, there does not seem to be any

progress despite meeting for months, the mentor feels exhausted after consultation, it seems to be a one-way-relationship, the mentee is high maintenance. An example from the writing centre could be when the consultant finds herself merely proof reading or editing, or when she feels the task is beyond her. Zachary states that this phase involves evaluation, acknowledgment, and celebration of the achievement of learning outcomes, and both partners can, in fact, benefit from closure, “When closure is seen as an opportunity to evaluate personal learning and apply that learning to other relationships and situations, mentors leverage their own learning and growth and reap the full harvest of the relationship” (2000:52). It is also possible that the levels of input from each varies through the different stages of the relationship – for example, in reflecting on my strategies in the Writing Centre, I felt it was important to give the client a sense of control or power over their work, and found that generally I did less discussing in the beginning sessions and more questioning. Later it became more of a conversation – possibly with more equal power, roles or contributions to the conversation.

4.9 Some Limits of Mentoring

Whilst such characteristics of individuals and features of relationships involved in mentoring sound highly impressive, it is important to acknowledge what Kram calls ‘the aggrandizement of mentoring’; “It has been presented [by trade media and the popular press] as the answer to all career development problems, it has been oversimplified as a relationship that is easily created and maintained, and it has been viewed as the solution to sometimes unrelated career problems or obstacles” (1988:195). Other misconceptions Kram mentions include the facts that the primary beneficiary in a mentor relationship is the junior person, it is always a positive experience for both individuals and that mentor relationships are readily available to those who want them.

Furthermore, it is important to heed to issues such as cross-cultural, cross-gender and cross-racial obstacles to mentoring relationships. For example, culture affects the way people express themselves, as Zachary points out, “The juxtaposition of one’s values with those of someone else affects the interaction taking place in a learning relationship” (2000:38). And she claims that effectiveness in cross-cultural mentoring relationships is dependent on four factors: a mentor’s cross-cultural competency, a flexible cultural lens, well-honed communication skills, and an authentic desire to

understand how culture affects the individuals engaged in this relationship. It is difficult to know why clients did not return to the Writing Centre after one or two sessions – it is possible that their consultation experiences did not work for them, or they were not prepared to do the work required of them for the relationship to work. Certainly some consultants were more suited to certain clients due to gender, racial or personality factors and some consultation relationships did not work due to such factors. I hope my analysis will point to some effects of issues of diversities, or feelings of alienation and estrangement as they have arisen in our Writing Centre.

Daloz (1990) also talks of the limitations of mentorship and the problems, of which, he concedes, there are many, for example, in a need for control and misuse of power by the mentor and where they do not take to the protégé (mentee) beginning to question them or when the protégé wants more from the mentor than they are prepared to give, or when one party simply drifts away. There may also be charges of favouritism and rivalry among protégés, differing ethics, incompatible values and beliefs, or a vulnerability to hero worship that can restrict the growth of either party. Daloz mentions that problematic mentor relationships are understandable, considering the fact that mentors are ‘invented’ rather than ‘found’; he reminds us that we create mentors in times of developmental transition when we are in need of help from another and that it is understandable that the relationship will fade or change when this need passes – once that transition has occurred. Kram asserts, “Such mentor relationships must end so that young adults have the opportunity to establish autonomy and peer status in relation to their mentors” (1988:50). The endings are not always good ones – as Daloz points out, however, this is not surprising, as there is a certain tension implicit in the evolution of the roles of mentor and protégé.

Wiltshire (1998) raises a critical issue of mentoring: that it takes time, sometimes large amounts, to be available to others. Goodwyn (1997) points out that considerable demands are placed in mentoring on the resourcefulness of the individual, her department and her institution, and he continues, “There is no way of avoiding the fact that a mentor is being given a very real responsibility and no one should undertake the role lightly” (1997:68). Rodrigues raises further demands of mentoring in a diverse society, which “requires openness, fairness, skills, knowledge, commitment and courage. The institutional value systems, goals, procedures, academic content and the outcomes of all that is supported by the institution will be called into question” (in Sexton, 1998:18). Wiltshire also alerts us to the hazards of

instrumental mentoring, whose dangers include social class or racial conformity and exclusivity, awkwardnesses arising from mismatches, and the abuse of authority, and she says it is also possible that formalized mentoring may not encourage innovation, for example, deviations from proven formulae of the mentor's for success may be discouraged. One of our consultants often raised the fact that he was concerned about 'closure' in consultations – that consultants may, in fact, be blocking off students' creativity, – or perhaps, this 'closure'; is embedded in the institutional norms – of academic literacy requirements. Wiltshire says, "If [mentors] choose to limit their power, take care not to exploit others, and refrain from needing the success of the younger ones to bolster their own egos, then they are true teachers whom others may choose to think of as mentors" (1998:132). She also points out that mentors are not perfect – and gives the example of Athena, who could be vain and jealous and went into rages!

4.10 Measurement of Effect of the Mentoring Concept

It feels important to raise the issue of how, in fact, the success of a mentoring relationship can be measured. Whilst a view such as Boston's, who defines mentorship as, "A protected relationship in which learning and experimentation can occur, potential skills can be developed, and the results measured in terms of competence gained rather than curricular territory covered" (1976), sounds relatively simple, Daloz cautions, "It is the people, not the stages, the moving picture and not the snapshots that should command our attention. This is particularly important in education because few teachers or mentors ever see a student through an entire journey" (1999:42). And he stressed that we should recognize that in part, our (?institution's) growth depends on our students'.

Daloz discusses the evaluation of the mentoring method. Obviously there would be objective assessment instruments for evaluating effectiveness, such as the MRI,² but, he says, there are, in fact, three primary voices that can give us indications of how we have done – those of our students', our own, and our colleagues'. Students are able to assess both their own progress and the helpfulness of the mentor, claims Daloz, who continues, "Programs which value student-centred learning and intellectual

² Mentor Role Instrument – a 33-item instrument used to measure mentor functions – developed via confirmatory factor analysis, which measures each of Kram's nine mentor roles independently plus two additional ones of parent and social interactions – compiled by Ragins & McFarlin (1990).

growth highly tend to place considerable importance on student self-assessment, arguing that such reflection encourages the ability to think about, name, and thus enhance one's own development. The problem is that in the glow that can often follow a good learning experience, students may tend to generalize about their own growth and heap indiscriminate praise upon the mentor, leaving everyone feeling good but no-one knowing why" (1990:221). At one stage in the Writing Centre, we brought into the consultation procedure requests for feedback on the consultation and, in fact, found exactly this phenomenon. And we put an end to the practice.

In terms of self-assessment, Daloz (1990) states that many mentors will, at first, tend to overestimate how much their students will change, but that with experience, they come to know that changes may appear in very small ways, if at all. And that sometimes, in fact, a student might appear to regress, as they adopt a new collection of thoughts or belief structure. He does maintain that, "One of the best ways to combine the virtues of both student and mentor self-assessment is to conduct a 'debriefing session' in which the two partners talk over the previous work together" (1990:222). However, in mentoring relationships that are relatively short-term, there is little means of determining the true impact on long-term development. Of collegial assessment, Daloz points out, "At first glance, the essentially private nature of a mentor-student relationship might seem to preclude the participation of others as evaluators, and indeed, much of the power of good mentorship hangs on the privileged character of the conversation" (1990:222). Perhaps a more formalised intra-organisational system could provide for this.

4.11 Reflections on Practices

Much of the work of the Writing Centre could be considered as mentoring. Apart from its student consultancy, its work with staff in departments, as well as its intern project could be considered forms of mentorship (see Appendix 4, for a map of the Writing Centre's work). The relationship of the consultant and the student client in the Writing Centre is very similar to Galbraith & Zelenak's (1991) explanation of the mentor as a guide who provides assistance in the protégé's journey of discovery into new territory, and to their requirements of commitment and desire for mentoring by the mentee. Similar to mentees, successful clients in the Writing Centre need to be receptive to feedback, prepared to share views and able at some stage to take responsibility for their own learning and their own work. The mediating aspect in the

Writing Centre – helping students work through issues so that they can improve themselves – rather than ‘solution provision’, requires students’ commitment and encourages independence in their work rather than dependence on the consultant. It is always up to the student to contact the consultant, for example, and not within the consultant’s ‘role’ to follow up on the student if they do not pitch – and this ensures at least an amount of responsibility from the students who do come and the existence of some desire to improve in those that do pitch.

As in mentoring, Writing Centre consultancy work cannot be regarded as counselling, although it does involve some counselling. Rather than being strictly non-interventionist in approach, Writing Centre consultants regard themselves as there to help students in their learning, rather than to tell them what to do. And this is done through intervention and sharing of themselves and their practices. But ideal writing consultancy work requires constant balancing, for example, between explanations (of essay topics or readings) and encouragement of independent thought and discovery by the student. And the maxim for mentoring work put forward by Daloz (1999) of support, challenge and providing vision fits perfectly with the work of the Writing Centre consultant. Likewise, prime activities of their work are those of active listening, modelling, questioning and sharing.

Like mentoring, consultancy work also has potential problems, for example, relating to overdependancy of the client on the consultant, mismatches of consultant and student, in dealing with changes in the relationship, or when the focus on the student’s learning is lost, and possibly in the abuse of control and power of the consultant over the student.

Consultancy work can also provide for reflective practice – especially with the keeping of records, such as those of the Writing Centre’s database. However, this potential seems somewhat wasted, as although it gains insight into students’ issues and needs and into problems with course content, readings, assignment topics, expectations and requirements, there is little that a unit such as the Writing Centre, which works essentially on the margins of the institution, can do to adjust the teaching practices of the institution in order to cater for such needs and difficulties. For this reason, I argue that such mentoring work is better done in departments. I will discuss this more fully in Chapter 9, after the presentation of reflections from consultations.

Chapter 5: Methodology

5.1 Taking the Opportunity – Drawing Research out of the Writing Centre

writing centers are uniquely situated sites within universities, sites that open new research opportunities. Writing center practitioners share uncommon relationships with students. Their interactions are often one-on-one and conversational, existing outside of the usual teacher-student relationships in which teachers wield the power of evaluations and grades.

(Haviland et al, 1998:7)

A researcher is “merely a person who looks very carefully and then reports very carefully what has been seen so that others will believe it is a useful way of looking” (Lloyd-Jones, in Graham & Hudson-Ross, 1999:65). Graham & Hudson-Ross state that “Teacher research experiences enable us to make sense of the events in our classrooms, offering us opportunities to confront our preconceptions about how to organize learning for students and question how we have constructed our theories” (1999:65). And in order to do precisely this, Shaughnessy (1979) has used an abundance of examples of individual difficulties, and claims to have done so partly to suggest that the problem she is identifying occurs in a variety of contexts and because she believes that being immersed in examples is valuable in that a sense of pattern is embedded, enabling development of the ability to assess and classify writing difficulties with ease. I have taken comfort from reading of these abundant examples, as I have found many rich stories of similar trends of problems occurring in a variety of student groupings and circumstances. Only through this abundance of cases, could I be aware of the existence of patterns, (although, instinctually, I was aware of the possibility because of my years of experience as a consultant).

The data for my research has been collected over five years and provides for a substantial amount of so far, largely unused information. My investigation forms but one inroad into the potential available for exploration, but I hope that it will present issues that can promote discussion and further research among all involved in this work of developing students at academic institutions – and developing these institutions for their students.

My data collection consists of quantitative and qualitative techniques. Both types of data are available through the database, which I am using as my primary research source. In this Chapter, I will outline the theoretical foundations of my methodology and then

describe my methodological process. Through the process I made decisions on the grouping of my records for comparative analysis and on the coding of my records for thematic analysis. As these decisions were born out of my methodological procedure, discussions of the themes and divisions could only logically *follow* the explanation of my methodology, serving as an entry into my analysis. I therefore follow this Chapter with one of a discussion motivating my decisions on the groupings and themes of my analysis, drawing briefly on discussions in literature.

5.2 Theoretical foundations

Although much knowledge is produced through quantitative experiential methods, it is limited. Whilst the database has proved useful to our reports to departments on issues in student writing, and interesting and valuable information has been yielded through statistical profiles such as those on serial client usage of the Writing Centre (see examples in Appendix 5), its statistical capacity is also a limited tool of analysis. Edwards raises the issue that “Quantitative multivariate methods have the advantage of allowing researchers to measure and control variables, but they have the disadvantage that the resulting theory often fails to take account of the unique characteristics of individual cases” (1998:37). And Fischer & Wertz state, “efficient data production and statistical analysis, even where supportive of hypotheses, can now be seen as incomplete; we also desire an understanding of the particularly human character of social events – their rich, holistic, participative quality. We are becoming ready in many circumstances to forgo mathematical precision for a more complete, if always somewhat ambiguous, comprehension of nonlaboratory life” (1979:135). Writing is a human action, affected by human emotions, beliefs, traditions and social relationships. I am regarding what happens in the Writing Centre – let us call it ‘Academic Development’ – as a human science, and the intervention provided by the writing consultation as a form of therapeutic intervention. Strupp observed that, “In the field of psychotherapy, careful and systematic observation and description of individual cases has been the cornerstone on which the development of scientific knowledge has been built” (in Edwards 1996:10). I felt that the Writing Centre database, most especially in its narratives, provided a rich source of case law on which to build an understanding of students’ experiences, and in my research, I examine evidence in consultation reports of students’ experiences of their acquisition of

academic literacy, so as to contribute towards improved developmental facilities. Thus my research is empirical and phenomenologically based. Giorgi (1979) points out that all phenomenologically based approaches need to start with naïve description and that the descriptions will always reveal something of the world of the describer. He continues to explain that the researcher's task is to let this world or situation be revealed in an unbiased way. It is on analysis of this description that the discipline comes in.

My research could also be regarded as teacher action-research, which Whitehead (in Shipman 1995) regards as a form of self-reflective inquiry which is undertaken by participants in educational contexts, with the objective of improving the rationality and justice of their own educational practices, their understanding of these practices, and of the situations in which the practices are carried out.

5.2.1 Case-based Research or Narrative Methodology

My intention in tracking the database was to examine the existing records to gain insight into students' experiences of the acquisition of academic literacy. This would provide for a form of case-based research, which Edwards explains as research whereby "one or more cases of a phenomenon of interest are systematically examined with a view to achieving an understanding and developing or extending a theoretical framework" (1998:37), and the material of each case is seriously considered and used as a basis for the development of theory, which can then be used in understanding and researching new cases. He says of the case study process that rather than the 'mathematico-deductive model', it provides, a framework for practical understanding.

The theory developed by case-based research is in the form of case-law (Bromley) and has the character of grounded theory (Glazer and Strauss) in that it is generated in a manner that keeps close to the data and is designed to be of practical value in dealing with cases of the kind which the theory addresses (for example, with respect to such goals as: relating empathetically to individuals' experience, devising policy, designing interventions, solving problems and making decisions or recommendations with regard to management).

(Edwards 1999:2)

I am using a case-based approach in this study as a means of exploration – through rich descriptions – to provide insight into the research object (that of students' experiences of the acquisition of academic literacy), within the theoretical propositions of New Literacy Studies and Academic Mentorship outlined in Chapters 3 and 4. Research based on such descriptions is also referred to as 'Narrative Methodology', whose use,

Lieblich points out, “results in unique and rich data that cannot be obtained from experiments, questionnaires, or observations” (1998:9).

Edwards (1999) mentions two aims of case-based research in Psychology, the first is to provide accurate and meaningful descriptions of the experience and behaviour of individuals in situations of theoretical and practical interest. This is presented in the form of a case report, which comprises of a collection of information, coherently organized, about a single case. He differentiates case reports according to their degree of comprehensiveness, and he uses the term ‘case study’ for the fullest and most detailed kind of case report, the term ‘case account’ for descriptions of cases which are fairly detailed but which do not meet the full criteria for a case study, and the term ‘case vignette’ refers to a brief case report which documents a circumscribed aspect of a case, – and is what my data amount to. His second aim of case-based research is to provide “a basis for developing, confirming, refining, revising, extending or testing theory in a manner which can be consensually checked and validated by the wider research community” (1999:2).

The case-based research process is divided into three major phases by Edwards (1998): a descriptive phase, a theoretical-heuristic/theory-development phase and a theory-testing phase. He claims that careful and unbiased description is essential in the investigation of new or little-researched phenomena, and he refers to this phase of research as conceptually demanding, methodologically rigorous, and labour-intensive, cautioning that such a process should not be relegated to the status of ‘pilot work’, occurring before the ‘real’ research begins”. He explains that the cases selected in such a process form a base for the development of a differentiated description, which initiates an understanding of something previously merely postulated. And he recounts Mahrer’s (1988) advice for the researcher to use simple terms that are close to the data, rather than fancy jargonized constructs. Earlier, Edwards had explained that when we begin to describe, “we use language and concepts that commit us to at least the beginnings of theory because we rely on constructs familiar to the users of the language we employ. As we deepen our understanding, we draw on progressively more technical language because we need to make fine distinctions and to refer to relationships between constructs that are not allowed for in the language of everyday discourse” (1996:15).

In the second phase, of Theoretical-Heuristic work, descriptions are used as the basis for the generation of or experimentation with theory, and the validity of this phase depends on the soundness of the descriptive work. Here, a basic theory is built up from an investigation into a small number of cases from a certain population. This theory will include essential concepts, distinctions and principles, which are linked in a logical manner and are of practical value when dealing with such cases and, as new cases are examined, the established 'case law' may be altered, refined, or extended (Edwards, 1998).

Bolgar (in Edwards, 1998) states that the case study method is an ideal means of generating hunches, hypotheses and important discoveries. Edwards' third phase is Theory-Testing Work, and he outlines two subphases here, those of 'Testing propositions within Grounded Theory' and 'Metatheoretical Deconstruction'. Grounded Theory refers to theory that is built up through the research process rather than planned before the data collection, and it is shaped through the process in pursual of the material that is most interesting and relevant (Charmaz, in Smith *et al*, 1996, see also Bailey, 1995, Davis, 1995). Metatheoretical Deconstruction involves the exposure of hidden assumptions on which a theory is based, using material from cases. This results not in the refining of theory but in a more radical reformulation, according to Edwards.

He also points out that in a lot of contemporary research, "the steps whereby theory is developed in dialogue with case material have largely been implicit" (Edwards, 1996:10), and that although little formal case study research is documented in journal publications, in practice, the systematic analysis of individual cases has played a fundamental role in the development of theory such as that informing cognitive therapy. He cites the pioneering work of Beck, based on careful clinical observation, where case vignettes are routinely used to illustrate specific points Within the theory and this serves to highlight the central role that work with individual cases plays in the development of clinical knowledge and practice. It is important to note, however, that psychological case study research obtains in-depth descriptions and histories of cases, whereas, the Writing Centre does not. Here the 'cases' are fragile descriptions of issues in writing or drafts and perhaps some allusion to what happened in the consultation, the detail and style of which varies. It gives us an idea of the common difficulties but not necessarily of development

or solutions. My records would be what Edwards refers to as ‘case vignettes’ – documenting aspects of cases, rather than ‘case studies’.

5.2.2 Trustworthy Stories for Educational Research?

Given that educational research is about obtaining and producing knowledge, Walker (2000) questions what counts as ‘educational truth-telling’ and a ‘trustworthy account’. She raises the issue of how ‘little stories’ (such as my case vignettes) can serve to stand for the grander and more complex narratives of a field. The report is but one interpretation of what happened in a consultation. Any analysis here of mine would be a secondary interpretation. I am adding my voice to voices of others at certain times and even my own at different times. We have stories brought by students, our stories of these stories and those of the interactions with these storytellers, the stories we record in the confines of our story-telling machine (database) and my stories of this collection as well as student writing and our readings (and records) of them and my readings (and recording) of these. Also, these little stories I have related here, on their own, cannot have been what actually happened – the truth or reality; They have been told in certain ways in order to emphasize issues, illustrate traits, simplify lines, or even merely to ‘do the job’ (– of the tired consultant having to enter data on a computer). Thesen refers to Ellsworth who argued that voices, “whether they are student’s or our own, are always partial and partisan, and should be used instead as a starting point for working together constructing and reshaping alliances” (1994: 40). I have selected the extracts of vignettes I give, obviously in order to illustrate the points I have chosen to make in this research report and my reading(s) of my cases is only one reading of the many possible.

My analysis is based on an interpretation of the reports written by consultants *after* the consultation. In other words, these are interpretations or ‘constructions’ of the consultation, student, text, assignment, supervisory relationship, the consultation, and sometimes on the students’ feelings and thoughts. And the other consultants who wrote these reports are, in a sense, ‘ghost co-researchers’. My reading is interpretative in that I am constructing or documenting a version of what I think the data means or represents, or what I think I can infer from it. My sources have a risk of bias – in terms of being one-sided reports (of an event, recorded by one of the roleplayers) and recorded in various circumstances, such as stress to write up, with no standards or control of what is recorded

and yet within the confines of assumed expectations of a rationale for the database. Consultants might not report on things they do not consider appropriate or useful for the Writing Centre database. Although I cannot concentrate too much on discourse analysis in terms of the reports and how they are written, I can use the reports to give indications of students' experiences of learning to become academically literate. I am also aware that my position as researcher is not unbiased, having been one of the record-keeping consultants. In addition, this has lent me awareness of information that was not written – by others, or myself and thus read through or beyond the data at points, (I hope I have managed to contain this). Thus my reading of the reports is reflexive – it locates me as part of the data I have generated and I seek to explore my role in the process of generation and interpretation of data.

Walker (2000), (following Griffiths, 1995), argues for four precepts to 'test' our truth telling and knowledge productions. The first of which is that knowledge should be grounded in the experiences, perspectives, subjectivities, or positions in the discourses of individuals. Walker explains "At issue here is that human beings have agency; we construct meanings about our lives and this complicates the process of getting knowledge" (2000:3). Griffiths' second precept is that knowledge and truth is shaped by the factors of values and power, and Walker quotes Antjie Krog in her relation of the Truth Commission, "What you believe to be true, depends on who you believe yourself to be" (Walker, 2000:6). In this research, I am a consultant, who has noticed trends and patterns in students' academic literacy issues through my experience, and feel that these instincts of mine could be 'tested' in this research and may be useful to offer as knowledge to others thereafter. Walker states, "In excavating our own subjectivity, the point is not to produce research as therapy, or stories for their own sake, but a disciplined and reflexive understanding of the known and the knower. This requires not just a mobilization of subjectivity but at the same time, mustering reflexivity in order to interrupt that subjectivity, even while recognizing that we are always in some sense strangers to ourselves" (2000:7). The third precept, which needs to be borne in mind through my selection, description and analysis, explains that in relating our stories in our research, we need to be disciplined – whilst being sympathetic, we need to be able to have perspective – looking beyond the discovery of good stories – essentially towards

truly credible explanations. The fourth precept emphasizes that knowledge is not stagnant; it is always open to critique and revision and new ways of regarding it, and indeed, exists in a dynamic environment and thus no claims can be made as to its certainty or to finality. However, as Walker points out, this fact does not render our stories and knowledge less trustworthy, but instead attracts and enables review and revisiting. And she concludes, “Fallible is not the same as fake” (2000:10). I regard this research as adding to an evolving knowledge or epistemology and would expect its value to change in the evolution.

5.2.3 Content Analysis

Within my case study analysis, I have based my method on that of the Duquesnean school – involving the thematicization of data, the steps of analysis of which involve, for example, *familiarization* with the data (interview transcriptions, case vignettes, etc.) by rereadings, *demarcating* these into numbered units, casting these units into *temporal order*, *organizing* clusters of units into scenes, *condensing* these organized units into nonrepetitive narrative form with nonessential facts dropped. All of which can be accompanied by jotted reflections on emerging themes and theoretical significances, (see Fischer, in Fischer & Wertz, 1979). In explaining this, by way of example, Giorgi (1979), assuming he is analyzing the description of a learning situation, gives an outline of the procedure for such qualitative analysis: Firstly, the researcher reads the entire description straight through, getting a sense of the whole. They then read through it again, more slowly, delineating each transition in meaning they perceive with respect to the intention of discovering the meaning of learning, thus producing a series of meaning units or constituents. Redundancies are then eliminated and the meaning of the constituents is clarified or elaborated further by relating them to each other and to the sense of the whole. Then they reflect on the given constituents, which, Giorgi says, are still expressed essentially in the concrete language of the subject. The meaning of each unit is then transformed from the ‘everyday naïve language of the subject’ into that of psychological science as related to the phenomenon of learning. Finally, a synthesis and integration of the insights is shaped into a consistent description (of the structure of learning). And the final description is then communicated to other researchers – as Giorgi states – for purposes of confirmation or criticism.

A similar method to Duquesnean analysis is that of Categorical Content Analysis, which Lieblich (1998) espouses – where the narrative text is broken down into small units of content and submitted to descriptive or statistical treatment. The steps involved are: selection of text, definition of content categories, sorting the material into the categories, and drawing conclusions from the results (statistical or descriptive). Analysis and evaluation can be through a count of frequencies and indices, contingencies or more complex procedures.

5.3 Into Practice:

5.3.1 Sample Population: Profiles drawn from the Writing Centre Database

I used as the population for my study, all records in the Writing Centre database of consultations with students. As there are over 5000 records of consultations in our database, I decided to narrow these down into a sample consisting of different types of clients. I was more interested in exploring their experiences during their acquisition of academic literacy and was more likely to be able to do so with students who had visited on a number of occasions.

Firstly, I extracted the records of students who had made use of the Writing Centre more than four times. This yielded 220 potential case studies. I then discarded the following reports: Those lacking in detail – by this, I mean narrative write-ups containing less than two sentences that leave less than four detailed consultation write-ups, and those of students who consulted only over the Chemistry 203W project. This was a major departmental collaboration in which my colleague, Shirley Churms was involved and much has been written about it (see Davidowitz & Churms 1995-1998, 1999, Davidowitz & Shay 1996, Davidowitz et al 1997, Churms 1999). Likewise, I discarded those records that have been used in my research project with Occupational Therapy students, which has also been written up, (see Hutchings, 1998). This reduced my sample of case studies to 155, covering 1538 visits.

From the database, (in the Access program) I drew out a summary of individual profiles of students in my sample, in which I included the following information – mainly quantitative data –, which had struck me as possibly meaningful:

- Gender

- Degree for which they were studying – this may have changed for individual students when they changed their degrees or when degree names or codes themselves were changed.
- Faculty in which they were registered.
- Home language and whether English was a first (home), second (as in the student spoke another South African language – one of the eleven official languages – and English) or foreign language (where the student spoke another language as their home language which was not a South African language).
- The number of visits or consultations the student had had with the Writing Centre.
- The time period in months and weeks between the students's first and last recorded visit.
- The number of different consultants they saw.
- The number of different courses over which they consulted at the Writing Centre.
- The types of consultations they had – these could be individual, small group or what we called triangular – involving a meeting with the student, the consultant and the lecturer or supervisor concerned.
- The average time spent per consultation – as a total amount, and broken up into preparation (where the consultant would read drafts or other information in preparation for the consultation), the duration of the actual consultation and the time it took for the consultant to enter information about the consultation onto the database.

Some of this information, such as that relating to biographical or registration details, was drawn by our database from the central UCT database ('Heritage' – explained in Chapter 2), to which the Writing Centre is connected.

I also drew out information on the detail relating to each of the students' consultations, such as the date, degree level, faculty and course of the task over which they consulted, the type of task, the task code (explained in Chapter 2), the nature of the consultation (group, individual or triangular – explained in Chapter 2), the name of the consultant they saw, the times involved in preparation, consultation and entering data about the visit, and

the three issue codes allocated by the consultant indicating the main issues dealt with in the consultation (explained in Chapter 2 and appended).

During the drafting stages of my thesis, I identified the records by the student numbers, however, in order to maintain confidentiality and protect identities, I changed these at a later stage, identifying records, according to the sets in which I eventually categorized them and when quoting from them, I referred to them with these identities and the visit number. These are explained at the beginning of Chapter 7.

I then summarized my sample based on this information. The main summary was sorted in alphabetical order of student numbers, however, I also sorted these summaries into sets, to get an idea of what the different categories looked like.¹

5.3.2 Coding and Analysis of Qualitative Data, using NVIVO

Having decided on my sample, and drawn profiles in Access, using the quantitative information on the database. I turned to the qualitative data. In this part of my analysis I was looking at the content levels of the consultation texts (in other words, reports of consultations, which, as explained, were written often in retrospect by consultants, and subjective), rather than the *whole stories* – which may involve interviews with clients (and again with consultants), supervisors, and studies of writing and actual performance!

One of Charmaz's (in Smith *et al.*, 1996) distinguishing characteristics of Grounded theory methods is the creation of analytic codes and categories developed from data, not from preconceived hypotheses. An important piece of advice in my analytic process (and a great strength of the approach provided by NVIVO, which I eventually used) was that given by Wickham (1998), who says that it is useful to tell yourself that you are just 'trying out' certain codes and categories, rather than expecting to develop a perfect set – and be prepared to re-categorize data. She suggests that in the process one could also develop *potential categories* for further interviews/research. Then find relationships between categories and then themes. This is the stage of 'Descriptive Analysis' – further questions could be raised with regards to categories and themes with the comparison of different case studies or groupings.

¹ The following columns were sorted into sets: **Gender** (male, female), **Degree Level** (undergraduate, postgraduate), **Language** (English home language: HL, English second (South African) language: SL, English foreign language: FL), **Period of visitations** (less than six weeks, six weeks-six months, six months-one year, more than one year), **Number of consultants consulted** (one, two,

Smith talks of “an idiographic approach to analysis, beginning with particulars and only slowly working up to generalizations” (1996:19) and suggests a set of procedures for managing an analysis – viz. listing emerging themes and then coding. This is similar to how I decided on my themes; I was aware of the general types of themes possible and tried them out on a couple of narratives – and then reshaped a bit. I began attempting a manual categorization of the content of these narrative texts – proving massively (and seemingly impossibly) laborious. Fortunately, I was introduced to the NVIVO computer package – a highly flexible qualitative analysis technique in which the initial investment of time in coding texts is justified by its ability to use different combinations of analyses. The Nud*ist Vivo (NVIVO) program has been established by QSR (Qualitative Solutions and Research) [see Fraser, 1999, Richards, 1999]. Smith’s procedure appears, in fact, to be a manual version of the method of analysis made possible by the NVIVO program. Computer programs such as NVIVO serve as text-base managers, allowing for a multitude of analytic operations, and therefore useful in providing flexibility with the coding in the analysis and the ability to move easily to different sets and configurations of data. Whilst I was aware that NVIVO could be used for analysis of quantitative data, (referred to as the ‘Attributive function’ – an attribute being a value attached to a document or ‘node’), I found that the Access program served me sufficiently there, so I only used NVIVO for the qualitative data – that is the narratives of the consultation reports.

In using the NVIVO program, I went through the following process: firstly I created a ‘research project’ within the program. I then imported each individual case from the Writing Centre database (in Access version) into the NVIVO program. I then had to import the records of my sample on the database (in Access) to the NVIVO program for analysis. This involved transferring individual records from Access into rich text format (RTF) and then across to NVIVO into my research project. I allocated one student to one file or document, thus each student became a ‘project document’, giving me 155 documents, each of which could contain information on five to sixty of their consultations. I then grouped these documents into various sets, according to the variables explained above (section 5.2.1). (Not all are relevant here and there are many

more than two), **Consultants that were consulted** (all named), **Faculty** (all named), **Courses** (thesis/report, courses in one

possibilities for future projects). This grouping into sets could be done at any stage as I was working. In other words, I could ‘play’ – create new sets according to my criteria, and these would incorporate all the documents. I coded each and every one of the project documents according to the themes (or ‘nodes’) that I had decided on (to be explained below). Although this was a time consuming endeavour, once done, there were boundless possibilities: I could analyze the consultation report data on an individual level, a group or set level or a universal level; it enabled me to observe patterns and make comparisons across any number of variables; by theme, subgroups, and so on. (Examples of coded reports are included in Appendix 6).

I set up various ‘nodes’² to explore the narratives. I decided on these nodes, based on my hunches based on my experience as a consultant. These themes are listed below, together with my research questions motivating each of them. Brief discussions relating to literature around each of these will be presented at the beginning of my analysis, in the next chapter.

Expectations refers to the questions or issues brought by students, students’ perceptions of their problems and views of the Writing Centre service. My motivating question was, how do students expectations of what they will get from their consultations at the Writing Centre, influence or determine what they get out, what they put in, or what happens? In other words, how do they shape the consultation? And, how do the expectations change from one consultation to the next? In other words, how do the consultations shape the expectations?

Responsibility refers to the responsibility students took for their own learning, preparation they had done, and roles and relationships taken on (by students and consultants). This relates to the approach taken by the student and the consultant in the consultation, and to the student’s action in response to the consultation and suggestions made, and it relates to the next few nodes. My question was, what responsibility does the student take for their own learning, how does this impact on their acquisition of academic literacy, and how is this helped or hindered through the consultative relationship and experience?

department, multiple courses).

² Note that the term ‘node’ refers to the labelling of a theme within the NVivo package and ‘coding’ refers to the allocation of these themes or nodes to pieces of text.

Feedback includes commentary and marks from teaching staff, supervision, as well as students' feedback on the consultations – providing room for commentary on learning in process. My question was, what purpose (actual and apparent) does feedback serve in the acquisition of academic literacy, and what understandings of feedback (of students and staff) are evident in consultation reports?

Affect refers to emotions or affectual issues around students' development. I questioned: What sorts of affectual issues arise in consultations with students in the Writing Centre and how do these shape the consultation and/or academic writing experience?

Estrangement refers to identity issues such as cultural, disciplinary, gender and age differences. My question was, how do issues related to students' identities manifest in and impact on their acquaintance of academic literacy?

Topic refers to issues around the assignment topics and understandings of them. My question was, what understandings or 'misunderstandings' happen around assignment topics and how could they be mediated more appropriately?

Organisation refers to the writing technique encompassing structure, flow, style, content, readings, voices and discourse, and referencing. I was interested in the existence of patterns and differences across faculties or courses – possibly pointing to different practices around the institution. I wished to look at the sorts of issues addressed at different stages during the writing process – indicating how an academic writing assignment comes together, and showing up the frequency of problems recurring through writing development – the loops of development and the *decalagé* ('backsliding') and falls or slips transferring across types of assignments.

Written Language refers to formal language issues as they arose in the students' writing, as opposed to the language or culture of the students (falling under 'Estrangement'). I was interested in exploring what issues of language actually arose in consultations, the circumstances under which they arose and how they were dealt with.

Suggestions Made refers to the suggestions made by consultants in consultations and students' responsiveness to suggestions, giving indications of senses of responsibility. My question was, what actual advice is given to the student by the consultant, and does it change over the course of the student's acquisition of academic literacy?

Networking refers to institutional liaison that took place during or as a result of the consultation. I was interested in exploring the role that networking plays in students' acquisition of academic literacy.

As mentioned, from looking through the summary of profiles drawn from Access and noting some of the patterns, I decided to group my documents into sets. I originally thought of looking at records along the line of students who consulted over only one assignment, only one course, one degree or more degrees – but this proved too cumbersome and no patterns really stood out when I initially looked. This was also the case with one or more consultants and short-term clients. And due to the changes in faculty structures and divisions over the years data had been entered, these criteria were tenuous. However, my emerging interpretation of the data focused my attention on what I deemed to be the primary divisions amongst Writing Centre clientele – those of language and gender, and to a lesser extent, degree level. A discussion of these criteria as related to literature is included at the beginning of my analysis.

Thus, the axes of gender had two possibilities, male or female, English language status had three possibilities, (I used home language [HL], second South African language [SL] and foreign/non-South African language [FL]) and degree level had two, allocating undergraduate or postgraduate. Taking all possible combinations of these into consideration, this yielded twelve possible sets or groupings.

This process also yielded three axes of potential analysis – enabling comparisons across sets, nodes and individuals. In other words, I could now draw out reports on the codes – grouping them according to the series of consultations of individual students, groups of students in any of the sets I had designed, or the individual nodes themselves. I could also take a report on an individual node and further code it with sub-themes.³ [Examples of NVIVO reports are included in Appendix 6].

Out of interest, using both Access – having compiled summaries of profiles of users in my sample, and NVIVO – having divided my sample into sets (combinations of gender, language and degree level), I totaled the numbers and averages of visits per student in these categories, time per visit in these categories and number of consultants. These

³ I have only used simple nodes in this study; I could have used 'tree nodes' – for example, I could have 'branched' the node of Written language into grammar, punctuation, and other aspects or the node of Organisation into various subcategories (see Appendix 6d), but felt that this was not necessary at this stage of research, (although it is possible to do from my data for a later project).

yielded some interesting patterns, which I will refer to briefly, and include in Appendix 5 as an analysis of my quantitative data.

My process of analysis of my qualitative data took me through three stages:

- ‘1st stage analysis’: I compiled reports of each node within these twelve sets; [12 sets x 11 nodes = 132 reports]. I then read through each of these reports making further notes in the margins referring to trends. My notes at this stage, may have merely summarized what was extracted from the consultation report – providing for a more condensed version, categorized the extracts into subgroups or included comments by myself – which could have taken different forms, such as general impressions or counts of occurrence. These patterns of commentary were not consistent, as already, the sets had different identities – for example, the issues around the diversity code would be fairly scant in the HL sets and more comprehensive in SL and FL groups.
- ‘2nd stage analysis’: Looking through my notes in the margins, and, where necessary, the coded extracts themselves, I observed the trends of each code within each set and compiled a more condensed version – binding this collection of rough observations and sets of quotable extracts as well as condensed profiles into one document.
- ‘3rd stage analysis’: This document was neatened up and condensed further, with most of the extracts contained in endnotes.

5.4 Two Concerns with Validity

Edwards (who works with psychological research) states that external validity, “which refers to the generalizability of principles, is less of a problem in case study research based on case law than in experimental research” (1996:22), however, he raises a number of potential problems with validity, of which a couple are of relevance here – through the process of data reduction and in ‘outcome evaluation’.

In data reduction, which is where a large and cumbersome body of data is organized into a manageable form for working with and for presentation by the researcher, raw data of case studies usually becomes too voluminous to be of practical use, thus the researcher has to prepare a synoptic summary, where the main themes are presented, irrelevant material has been omitted, and repetitious material discarded. Edwards (1998) points out that there is the risk that researchers will select material here favouring their ideas. In

other words, the concern is that these summaries are free from selection bias, such as in omission of aspects that might be problematic for the researcher's favoured assumptions. In order to obviate this possibility, I decided to include all cases unless I could find a technical reason for not doing so. However, my raw data is, indeed, too voluminous to present in this report. I have selected extracts I consider to be interesting and particularly illustrative of my general impressions. However, the original data has all been kept available for access, should it be required.

'Outcome evaluation', refers to the evaluation of the effectiveness of the intervention through an examination of data. This relates to the internal validity – concerning claims about causal relationships. Edwards (1996) raises the fact that the effectiveness of a particular intervention being shown in one case has often been questioned due to the variety of external factors that could explain a positive therapy outcome. However, he does believe that the basis for an evaluation of such an explanation can be provided by data from a well-conducted case study. Although it is not a direct intention of my examination, the issue of measurement of effect often comes up in discussions of the Writing Centre's work – there are other interventions apart from the Writing Centre available to our students – how do we know how effective our intervention was in the development of the student or whether indeed it was our intervention that made the difference? For the purposes of this research, I am accepting that students' continued use of the Writing Centre indicates some attribution on their part to the intervention of the Writing Centre. I should also remind the reader that I am not looking at one-off visits – and possibly failed examples of Writing Centre intervention.

5.5 In Conclusion: Drawing a Link Between my Method and Theory

I wish to integrate my method and means of analysis with the theory of Applied Language Studies. Although language *per se* may appear to be a minor part of my concerns – for example, in glancing over the nodes I have chosen, I emphasize that the consultation is a literacy event (cf. Barton & Hamilton, 1998) and talking of student writing as an aspect of language development involves discussion of a wide range of issues tending to power, identity and recognition of diversity in practices. Halliday & Hasan relate Malinowski, who, in his study of language used in small communities, felt that any adequate description necessitated information being given beyond the

immediate environment, because any kind of linguistic interaction or conversational exchange involved, “not only the immediate sights and sounds surrounding the event but also the whole cultural history behind the participants, and behind the kind of practices that they were engaging in, determining their significance for the culture, whether practical or ritual” (1985:6). The data for my research is based on consultation reports, over which consultants were given free range in the narrative sections – there were no standards and no set rules as to what should be written about. The information extracted is often beyond the immediate issue of writing, but it contributes towards determining its significance in an understanding of students’ experiences within academic discourses.

I would also like to frame an understanding of the Writing Centre consultation and report within Halliday & Hasan’s (1985) ‘field’, ‘tenor’ and ‘mode’ of discourse. The ‘field’ refers to what is happening, what social action is taking place (predicting experiential meanings), ‘tenor’ refers to who’s taking part, interacting roles – temporary or permanent – types of speech role they’re taking on in the dialogue and all the socially significant relationships in which they’re involved (predicting interpersonal meanings), ‘mode’ refers to what part the language is playing; the status the language has and its function in the context (predicting textual meanings). Considering these in terms of the consultation: the ‘field’ would be the consultation, where one person is going to another for help (hearing out/advice/improvement) usually around or on the pretext of being around academic literacy. Regarding the ‘tenor’, one person is the subject of the discourse – it is their issues or work that will be discussed; the other is the authority or specialist – the advisor, listener, responder or leader. One is giver and one is receiver. And in terms of the ‘mode’, the language is mediating/interpreting/clarifying/translating one to the other – with the aim of one helping the other. Hopefully the receiver will, as a result of the discussion, adjust or reflect on their work or their written assignment.

Also important is the need to understand the role of the report in the literacy event. In considering the text of the consultation report, it is essential to recognize that, “people appropriate texts for their own ends. Just as a text does not have autonomous meanings which are independent of its social context of use, a text also does not have a set of functions independent of the social meanings with which it is imbued” (Barton & Hamilton, 1998:11). But in terms of the consultation report (text), Halliday & Hasan’s

tenets are not so clear and thus not so consistent. Here, in terms of the ‘field’: a record is being made of the consultation (often in retrospect) for the purpose of (usually undefined) future research, (sometimes this purpose becomes a means of de-stressing or reflecting for the consultants or for their own particular research interests). In terms of ‘tenor’, one consultant writes it for herself or for other consultants (and possibly the co-coordinators). Unless it is the boss-employee relationship, the writer and audience are equal in status – there is not really an authority (in the superior or expert sense of the word). It is understood to be confidential amongst the Writing Centre’s staff. In terms of the ‘mode’, it is recording particular aspects that may be perceived to be of use in research on writing or language – in the perspective of the writer/recorder, thus personal feelings on the consultation or the student or details of the students personal problems or emotions may not be thought to be worth recording or of use to research. Generally initially to be filed away – possibly not read by anyone, at least for some time. The report may consist of lists or be written down as a set of instructions – but the interactions may, in fact, have been different – consultants do not usually *instruct* the clients, for example.

Consultants could be seen to act as guides into academe and the language of academic discourse is the passage through which this journey is taken. I define discourse as the way language is used in a specific situation or context. *Academic* discourse is the language, which is mediated in a writing centre consultation – with clientele. The writing centre works with students during their writing, aiming to make their writing acceptable in the institution, within the institutional standards – in other words, the language in the students writing assignments must fall in with that of the institution’s, and this involves work around discourse, critical thinking, authority, argumentation, etcetera. (I must point out that in the process, it is essential that the student comes to understand what and how they are writing, and also that the Writing Centre, in it’s relatively small collaborations with staff, is attempting to work in a similar vein – getting the institution to ‘tune in’ more with its students). Fairclough (1992) outlines a framework for analyzing specific instances of discourse. Whilst I am not doing a discourse analysis, I find it fits in with what I am doing – an analysis of the related communications that take place in consultations. He explains “Every discursal instance has 3 dimensions: it is a spoken or written language *text*; it is an *interaction* between people, involving processes of

producing and interpreting the text, and it is part of a piece of *social action* – and in some cases virtually the whole of it” (1992:10). The consultation as a literacy event deals with a primary text – the student’s assignment, and possibly secondary texts – drafts, notes, readings and resulting in a report (– a displaced text) – the texts of which I am using. These reports involve description, interpretation, explanation and musings. Whilst a discourse analysis of these reports may be an interesting study, I am using them more to give an insight into the consultation happenings – within the limits of and as recorded by the consultants. (The consultation report is one recount of the consultation in which a number of issues are recounted). Thus I am hoping, through my analysis, to give some indications of the experience of learning to become academically literate (and in doing so, I am interpreting, *analyzing*, interpretations, *reports*, of interpretations, *consultation discussions and happenings*).

I hope to have justified my use of the NVIVO package in this case-based research, in enabling an analysis (categorical content analysis), of the texts of the consultation reports (case vignettes) through divisions I felt would provide contrasts of usage across different themes (nodes) of interpretation.

This Chapter is followed by a discussion (relating to literature), motivating my decisions on my methodological themes and divisions, by way of an introduction into my analysis.

Chapter 6: Analytical Categories

6.1 Introduction

It was evident in an overall reading of my case studies that usage of the Writing Centre varied in relation to certain aspects of students' identities, and in my reading of the reports, it was clear that gender and language are major factors in organizing the way people use the Writing Centre. In terms of gender, for example, it was starkly obvious that males and females differed in their approaches to learning, to consultations and even towards consultants. Students' acquaintance with English, the language of tuition at UCT, and closely related to this, their cultural background, seemed to determine how they made use of the Writing Centre and what they were able to gain from their consultations. In addition, the way students used the Writing Centre seemed to differ generally according to the degree level for which they were registered – generally, undergraduates are required to write shorter assignments than the longer reports or theses of postgraduates.

Thus, based on my emerging interpretation of the data, I decided on the analytical categories of gender, status of English language and degree level. I would like to present here some discussion around these divisions, in order to justify my research focus, before detailing the results of my analysis. The nodes I chose were also based on my experience as a consultant and initial readings of the reports, and thus emerged in the early, 'grounded theory' stages of my analysis. I would like to give a discussion of each of these here, as well, relating briefly to some literature and raising my initial justifications for choosing them. The rest of my analysis, building on this grounded theory, is discussed in Chapters 7 and 8.

6.2 Set Divisions

6.2.1 Language

The first set division is that of 'Language' and more specifically, the status of English language to the student – being the home language (or the first language) or a second language. And as my research is based in a South African institution, I distinguish between a second South African language (in South Africa there are 11 official spoken languages) and a second 'foreign' language.

Grimm & Penti comment that, "Writing center workers often see the struggle and frustration of students whose educational histories and lived experiences have not prepared them for the literacy expectations of the university" (1998:195). And these authors claim that because such students do not appear to respond easily to conventional teaching, their teachers are quick to construct them as problematic and lacking somehow in intelligence and ability, rather than seeing a problem in their teaching practices. Although this was stated of writing centres in America, it is still very pertinent to our own. Grimm & Penti relate from their two students who were both taught to focus on the surface features of writing, conditioning them to think of writing as error avoidance. These authors claim that such training (and the social situations of their students) did not prepare them for the middle-class discourse of the academy – an aspect explained by Leibowitz (2001), (see Chapter 3) and raised by many UCT researchers (see Angelil-Carter & Thesen, 1993, Bond, 1993, Moore, 1993, Paxton, 1993, Yeld & Haek, 1993, Kapp, 1994, Thesen, 1994, Kapp & Costino, 2001).

Many students who visit the Writing Centre here still often put down such difficulties to language issues, as do many of the staff that send them. Ballard & Clanchy (1991), in referring to the ease with which language is marked as the problem in students' academic difficulties, raise the fact that such a convenient diagnosis is accompanied by the promise of a relatively easy cure – in the form of a language centre or expert that can fix it – and, by implication, the student's academic capabilities would then be clear and assessable. This represents the traditional skills approach, referred to in Chapter 3 – but any writing centre consultant would argue otherwise from their experience. As Severino states,

Writing centers (and composition programs) don't with one shot 'inoculate' either native speakers or ESL [English as a second language] students against error. Even if we in the writing center were to ignore the higher levels of discourse-development and organization – and edit only for syntax, expression, and grammar, ESL students would learn very little from tutors editing the paper for them and totally rewriting and 'native-speakerizing' their prose rather than inviting them to participate in the process and addressing a few error patterns at a time. Second language writing, like second language speech, will probably have an accent (Leki). It is unlikely, and even undesirable from a multicultural viewpoint, for the tutor to try to completely eradicate this accent.

(1998:6)

According to Severino, the problems that second language speakers and writers have are due to their still being "involved in the processes of more subconscious language acquisition and more conscious language learning" (1998:2). There is a lack of control over their new language. Makoni (1999) points out the differences in (and effects of) the

feelings of control that students may have of the expected language practices of their disciplines, according to their acquaintance with the language of their learning. He says that a defining feature of what he calls 'colonised English' – when students are not in control of the language practices of their discipline – is the absence of individual voices in their writing. And he proposes that for students to feel in control, the process of teaching English should enable them to exercise control over the discourse practices of the discipline.

Mann (2001) refers to the alienation experienced by students arising out of the position of being a stranger in a foreign land – felt strongest amongst 'non-traditional' students. In the new land of the academy, they feel alien and are also estranged from their own language and culture. And she continues, "The demands of learning the language of rational, abstracting, academic discourse and processes may require the student to repress their being as non-rational, creative, unconscious and desiring selves, the very selves which they may need for engaging in learning" (2001:12). In an interesting article, she explores the experience of alienation from seven theoretical perspectives, of which what she calls 'the student as outsider – knowledge, power and insight' is one. Another, which she terms, 'exiled from the Self – loss of the ownership of the learning process', a Marxist perspective, sees this experience of estrangement in higher education as that of alienation from the product of one's work, the process of production of it, as well as from one's self and others. Also, the unequal distribution of power and ownership – by lecturers or the institution – of the means and values of production, affects learners' estrangement, according to this perspective.

Rather than 'Language', I could have chosen 'race', or perhaps 'class', however, it is difficult to categorize students into socio-economic classes on the basis of data collected and assembled in the university's record system. It is important to point out that especially since the demise of the apartheid regime and notably of its educational system, language in South Africa does not necessarily denote social class. Whereas, previously racial (and by implication, social class) categories in education in South Africa were quite distinctive – with black children having attended generally inferior quality state schools and white children supposedly more superior quality state schools – referred to as 'Model C' in the state system, it is now possible that more of a racial variety of our students have

been through Model C schooling – which became the general state system in post-apartheid South Africa, and thus, reasons for focusing on race are lost really – because previously it would have given indications of schooling with attached implications.

An interesting distinction would have been educational background, but at the time, I had no consistent access to this information on all the students in my data. In addition, with the wide national reach of student enrolment, there are both black and white foreigners, as well as English home language speakers (– and yet important cultural differences). So I decided a more accessible one was language, aware that this was not problem-free – I noted that there were different patterns for Afrikaans and other Second language speakers of English in South Africa, and also for African versus other foreign language speakers – and I will elaborate on these later in my analysis. However, closely attached to language, but not the same, is the issue of culture. UCT is now attracting a great variety of students in terms of languages and cultures, (currently, UCT enrolls from about 77 countries).¹

I chose ‘language’ rather than ‘culture’ as a criterion, however, because it is a more discernable category available to me from the database. When I speak in this thesis about cultural differences amongst students, I am making loose and generalized distinctions. A more careful explanation would require further research. For the purposes of this research project, I would like to make general distinctions between Eastern cultures – generally ‘Foreign language’ speakers, European cultures – consisting of ‘Foreign’ and ‘Home language’ speakers and African cultures – of which the most I know are the South African ones – generally ‘Second language’ speakers. I am aware that these are not ideal or problem-free distinctions; there is much diversity within these categories, for example, French and German academic styles differ in many respects, however, my sample of students from outside Southern Africa is small in comparison to those from within Southern Africa.

A number of authors give insight into the way culture mediates academic performance (see for example, Ballard & Clanchy, 1991, Harris, 1994, Hewlett, 1996, Leibowitz, *et*

¹ There has been an average increase of 200 international students a year for the past six years at UCT, of which the majority are from the Southern African Development Community countries, according to Lesley Shackleton, director of IAPO (International Academic Programmes Office). Apparently, the main reason given by foreign students for coming to UCT is that they are keen to study at a good English university.

al., 1997, Ryan, 1998, Gough, 2000). There is more available literature on international cultural differences in writing than local (what I shall refer to as ‘foreign language’ and ‘second language’ respectively in my study). In the following section, I will draw on these as examples of effects of cultural differences in order to emphasize the need for consideration of students’ backgrounds in developing and assessing their writing.

There has been an awareness of this need locally, for some time; Hewlett (1996) documents discussions at the time, which focused on what was involved in the acquisition of academic literacy – or literacies, as there was some variation across disciplines – learners need to understand and acquire the disciplinary rules, ways and limits of knowing, and notions of evidence that are shared by its members. And she comments, “There is a tendency to assume homogeneity in the discursive practices into which students are being acculturated. Different and sometimes contested notions within disciplines complicate the question of what it is students are being acculturated into” (1996:97). She also points out the importance of understanding academic discourse as a form of argument. And that this is confusing for students for whom ‘argument’ evokes ‘win-lose’ dichotomies. Often, also, there are difficulties regarding the use of evidence – and ideas of what counts as acceptable evidence within disciplines often remain implicit. Such issues also relate to differing cultural views of knowledge, for example, she quotes one of her students (a South African) on the issue of acknowledgement of sources, who claimed that their culture was not overly concerned with respect for individualism and individual thought. Hewlett also raises differences in the presentation of information; where some cultures (for example, American academic) value the direct approach – getting to the point as soon as possible, whereas others (for example, Japanese scholarship) a more humble approach – making implications rather than spelling issues out, and others (for example, South African oral tradition) believe in the presentation of much detailed background information before making their point. Clyne (in Harris, 1994) shows up some more subtle distinctions within cultures – comparing the function of digression in German academic discourse – criticized for its lack of focus and cohesiveness by English reviewers, and that in Hindi discourse – criticizable for its lack of unity, explicitness and direct justification by English or American readers.

Gough (2000) outlines some discourse practices in the South African context, particular to oral traditions, which do not marry easily into the (western) norms of academic discourse. Rather than apprenticeship to a secondary discourse, Gough claims that 'Academic literacy' is more an apprenticeship to western rhetorical norms. He claims that by acknowledging the backgrounds of our students and regarding them as possible resources for learning rather than impediments or barriers, we facilitate access; "we fire value to different secondary discourse types and allow a perspective on the place of academic literacy in the broader scheme of things. Not only then do students get a critical sense of 'who they are supposed to be' in tertiary contexts, but also of how this identity relates to other identities such as 'who I was'; and 'who I am as well'" (2000:56).

Leibowitz, *et al.*, (1997) raise different cultural conventions such as African language speakers' show of respect for those of higher status, by speaking little and lowering their eyes or that the speaker of higher status is regarded as the caregiver and thus should speak more. This can affect literacy-related events, such as the consultation – for example, if the consultant does not speak more, the student may regard them as being uncaring. The authors concur with Flower, that what she refers to as 'collaborative planning' – conversations around writing – "rely not only on the instructional strategy, but also on the ability of the consultant to respond 'opportunisticly' to the conversational cues, as well as on the writer's acceptance 'of the goals of the enterprise'" (in Leibowitz *et al.*, 1997:12). It is important to be sensitive to cultural differences when working with students from diverse backgrounds, bearing in mind issues of politeness, such as around asking questions.

Of relevance here, is the issue of plagiarism, which often arises in consultations at writing centres. Ryan (1998) points out that plagiarism is not necessarily the deliberate violation of rules that it appears to be, and she points out that it is a practice specific to our (Western academic) culture and values – viz. originality and ownership of ideas. In my experience, students generally know that they are supposed to reference, but do not always know why or how they should reference. Being able to do it correctly without these understandings, and in addition to possible cultural or ideological differences (for example, with the belief that talking through authority is a sign of respect) and intimidations of intellectual knowledge (with feelings that everyone else knows more and

thus it is impossible to have original ideas of one's own) is, therefore, difficult. Angelil-Carter points out that, "Plagiarism is a complex, contested concept, and in student academic writing, it may be the surface manifestation of complex learning difficulties which relate to the educational environment the nature of academic discourse and the nature of language" (2000:154).

The 'crime' of plagiarism is distinct to the culture of academe, however, plagiarism is more than a neglect to attribute ideas to their rightful owners due to either criminal intent – trying to 'steal' the ideas and pretend they are one's own,² or to a lack of knowledge or understanding of techniques – erroneously talking through others without 'meaning' to, but it is due, often, to the fact that practices such as argumentation, critique, debate and expressing one's informed opinion in writing in academe are skills which students are expected to *develop* through the process of their tertiary educational experiences and referencing, rather than being a separate, technical, pre-cursored known that students are automatically expected to have on entry, should be regarded as a practical to be taught through this skill-acquisition process or journey to enable students in their academic practices. No encultured art or practiced trade has been taught or refined through initial total originality; classical dance, poetry, making cars, building houses are all learnt through initial copying or modelling – as is writing, basic and within the academy or culture of academic practice. Angelil-Carter (2000) stresses that imitation is an essential part of the learning process. She also refers to the 'inarticulateness' of new students within the 'foreign language' of academic discourse. (For further debate on the issue of plagiarism at UCT, see Angelil-Carter & Hutchings, 1995 [3 papers]).

Ashworth *et al.* (1997) report a number of issues related to plagiarism arising from their interviews with students, and these are easily recognized by any writing centre consultant; they include the facts that students had little conception of scholarship as a communal activity to which one contributes and acknowledges the contributions of others, that most undergraduate studies did not involve the production of original work, but the engagement with established ideas (so it was unlikely that the student would have 'their own ideas') and that in general, the value and meaning attached to plagiarism was

² I do acknowledge that plagiarism as criminal intent does happen – but I seldom saw it in the *serial clients* of the Writing Centre – perhaps because these students were coming in order to work on *their* writing.

more an issue with staff than with students. These authors also found that many of their interviewee students were afraid that plagiarism could happen by accident; that a phrase or sentence they had read could lodge in their subconscious and accidentally be reproduced word-for-word in an assignment. And they continue to explain that students were not clear about intellectual property – on taking notes from a text, whose ‘ideas’ are they? Another anxiety concerned the possibility that a student could independently come to a similar idea or conclusion as a published author, and that they might therefore be accused of plagiarism.

Thus, although language capabilities are important, the greater problem is perhaps that of literacy culture – which students have not been trained in and therefore need to take on the culture and discourse of academe, together with its particular traditions of thought and expression. Moore *et al.* point out that “significant student diversities cannot be effectively catered for within rigid, traditional curricula and teaching approaches” (2000:10).

In order for development of the institution, attention towards enabling more mutual understandings is needed, for example, in terms of cultural differences and practices, respect for authorities and ideas of identities, differences in the ways males and females approach learning and writing, the value of feedback and openness to dialogue in processes. Johnson (1997) advises that in order for effective communication with people from differing cultural, ethnic, social class, and historical backgrounds, we need to increase our ‘language sensitivity’ and our ‘awareness of stylistic elements of communication’. And Mann suggests five options in terms of responses we could make in attempts to address alienations between students and staff at higher educational institutions: solidarity, hospitality, safety, the redistribution of power and criticality. She encourages the expression of empathy and discussion around the conditions both lecturers and students find themselves in, as a means of dissolving the estrangement between them, and she says that shelter and nourishment could be given through the provision of resources, translations and explanations of traditions and practices, and by the provision of safe spaces where students feel accepted and respected, “and in which unformed, ambiguous, non-rational, illogical, unclear ideas, expressions and play are welcomed and listened to, we can nurture creativity, the desire to learn, and the coming to

voice” (2001:17). In terms of the redistribution of power, she claims, that a close examination of our practices is needed, to look at where and how we (as teachers in the institution) inhibit our learners’ control of their learning and exert power over their developing selves. And then we need to look at ways of redistributing this power so that learners are truly empowered in their learning process and that their critical thought is enabled. And Moore *et al.* (2000) remind us that although the development of consciousness and identity of learners is a primary implication of education, it is important to recognize that they do come to it with ready-formed identities, encompassing their own set of beliefs, values and ambitions, and from which they respond to our teaching and curricula.

6.2.2 Gender

The second set division is that of Gender. Males and females appear to experience academe in different ways, due possibly in the first place, to differing levels of confidence.

A project was initiated by a group of psychologists in the 1970’s, when they became concerned about the frequency of problems and gaps in their learning expressed by women, together with doubts around their intellectual competence. They observed that, “women often feel alienated in academic settings and experience ‘formal’ education as either peripheral or irrelevant to their central interests and development” (Belenky *et al.*, 1986:4). And their research found that females have more difficulty than males in asserting their authority or in considering themselves as authorities; in all sorts of spheres, including the classroom, women felt unheard, even when they believed that what they had to say was of value. Belenky *et al.*, comment (in the early 80’s) on the fact that at that time, not much attention had been given to modes of learning, knowing, and valuing that could be specific to women. And they suggested that the, “stereotype of women’s thinking as emotional, intuitive, and personalized has contributed to the devaluation of women’s minds and contributions, particularly in Western technologically oriented cultures, which value rationalism and objectivity” (1986:6), explaining that generally, intuitive knowledge is regarded as more primitive and less valuable than ‘objective’ knowledge.

Woodward speaks of 'the gendered constructions of western culture', in which "to be objective, reasonable and detached is the implicitly masculine ideal, but to be subjective, to reveal emotion and to be involved is othered as feminine" (2000:60). And she speaks of the 'binarism' of academic writing ('masculine') and self-expression ('feminine').

In their chapter 'Toward an Education for Women', Belenky *et al.* begin with a claim that generally higher educational institutions were designed and continue to be run by men, thus lending a 'masculine' approach to such aspects as structures, the curricula and pedagogical practices. And, in parallel to NLS theory, they set about exploring womens' academic experiences, with a view to developing a more compatible education for women. They interviewed a number of women, asking questions about their learning experience. One of the most marked needs they found was that of affirmation: women need to know that they are capable of intelligent thought – and they said that many of the women they interviewed had not yet learned this. They also said, "For women, confirmation and community are prerequisites rather than consequences of development" (Belenky, *et al.*, 1986:194).

In a similar vein, MacDonald & Stratta, in talking of mature returning students, raise the fact that generally, females are more ambivalent about their studies than males; "On the one hand, female students claim that the return to education often puts strain on their personal lives. On the other hand, this is compensated for by the satisfaction of the success achieved in academic study. This juggling of demands between home and study is conveyed by the notion of 'greedy institutions', of family and college both making open-ended demands on the individual female student" (1998:73).

Woodward reports that in 1996, almost double the number of women to men students visited the Writing Centre in her institution (in South Africa), and one of the tutors commented to her that they saw more women "because men were 'arrogant enough' to think that they didn't need help" (2000:68), although another argued that coming to the writing centre required confidence in the first place and that females related better to the one-to-one situation provided by a consultation, whereas males did not require the emotional support of follow-up sessions. Based on his research, Goleman states, "the benefits of being able to read feelings from non-verbal cues included being better adjusted emotionally, more popular, more outgoing, and – perhaps not surprisingly –

more sensitive. In general, women are better than men at this kind of empathy” (1995:97). And this is possibly why we also have more female consultants than males. Daloz claims that it is not surprising that the act of support, essential to mentoring, seems to come more easily to females than to males, and he states,

If mentoring is an androgynous act, then support is to challenge what female is to male. Indeed, the male conditioning in me shies away from the whole idea of support as somehow 'soft' and indulgent, whereas many female mentors seem reluctant to challenge, impose their own values, or otherwise of what they feel would be violence to the integrity of their students. Rather, they tend, like Grace and Dolores, to provide a less intrusive environment—one that leaves the student more freedom for exploration.

(1999:215)

In her book, Tannen (1990) illustrates different approaches men and women have in communicating – in an example of explaining (or teaching) how a computer works, a male assistant used technical language and demonstrated for the (female) buyer – who found his tone more debilitating for her when she asked him to explain again, whereas, a woman assistant avoided using technical terms, but when she had to, she checked whether the buyer understood the term and explained simply and clearly if she did not, her tone was experienced as more friendly and rather than demonstrating while the buyer watched, she had the buyer do it in front of her. Her style, Tannen explains, made the buyer feel competent rather than stupid, and did not make her feel humiliated because of her ignorance. Careful not to generalize men into humiliating teachers and women into understandable ones, she finds however that women claim to feel generally more comfortable having other women explain things to them, and she surmises that this could be explained by the different meanings that giving help entails. By way of example, she explained that women, in focusing on connections, are “motivated to minimize the difference in expertise and to be as comprehensible as possible. Since their goal is to maintain the appearance of similarity and equal status, sharing knowledge helps even the score. Their tone of voice sends metamessages of support rather than disdain, although ‘support’ itself can be experienced as condescension” (1990:67). On the other hand, Tannen continues, men, in focusing on the negotiation of status, feel that someone should have the upper hand, and obviously they feel better when they themselves have it. Their tone of voice and manner of talking accentuate the fact they know they are in the upper position when they have more expertise and the pleasant feeling this produces could be

reinforced, Tannen suggests, when what they are explaining is (made) difficult to understand for the lesser informed.

Tannen assures that it is not that women have no desire to feel knowledgeable or powerful, but that for most of them, the primary measure of power is not possession of more ‘information, expertise, or skill at manipulating objects’; it is more their feeling of being able to help, and she says “Even more, if they are focusing on connection rather than independence and self-reliance, they feel stronger when the community is strong” (1990:68).

I raise these issues around gender because I am aware that they are illustrated in the Writing Centre data. For example, both in my experience as a consultant and in my initial case study readings, I was made aware that the need for affirmation is more markedly overt in females than males, that there are more concerns expressed by females about the burden of their studies on their families, and there were certainly more female visitors than males. I was curious about the more subtle gender differences in the experiences of the Writing Centre’s clientele and their relationships with the consultants.

6.2.3 Degree Level

The third set division, and perhaps more minor than those of Language and Gender, is that of level of study. I have distinguished between undergraduates and postgraduates, mainly due to the facts that generally, (certainly not always), full-time, undergraduate students come to the university soon after finishing school, whereas postgraduates would have had longer periods of time since school and possibly since previous studies and are therefore, generally more mature. Also, generally, undergraduate writing tasks are shorter than those of postgraduate studies. Some postgraduate students opt for courses requiring a series of relatively long papers and possibly a mini-dissertation, whereas others attempt to qualify for a degree by means of writing one major dissertation or thesis – usually having little, if any, requirement to attend course lectures or tuition.

A number of difficulties experienced with the transition to university from school were reported by Sexton’s (1998) protégés. These included an increased workload, differences in the structure of lectures and school lessons, unfamiliarity of various facets of university life such as the culture, academic content and social adjustments and making friends. It is important to note, that the needs of undergraduate and postgraduate

students are not the same. It is likely that these two groups differ in their commitments in their off-campus life, and the nature and expectations of and from their courses as well as in their use of resources and available support. Coe & Keeling quote a Manchester University vice-chancellor as saying, “Many postgraduates find the transition from being an undergraduate difficult, since postgraduate study requires different learning skills and reflects a different University culture. Any initiative that can reduce a sense of isolation felt by postgraduates must be welcomed. [A] peer mentoring scheme for postgraduates is an imaginative way of ensuring that new postgraduate students are provided with a support network and also provides existing students with the opportunity to develop their skills” (2000:1). As Leibowitz (2000) points out, the expectations of academic writing at various levels in the academy differ. She says that the first year student is usually expected to mimic the conventions and discourse of the academic community and to rely heavily on the voices of others, whilst obeying referencing conventions. In contrast, originality is more highly prized in postgraduate writing. And Carroll mentions, “Coaxing a student to discover and/or organize his or her own thoughts on a subject can be difficult. This is particularly true of older students who have been out of school for years and feel insecure in their ability to write” (1998:12). On the other hand, Peters & Sutton (2001) concluded their AILA (International Association of Applied Linguistics) lecture, claiming that mature students go to university ‘seeking to theorize their lives’, rather than for career-related goals, and that universities need to recognize this.

6.3 Codes

Gee (1990) defines Discourses as combinations of sayings, doings, thinkings, feelings, valuing – in other words, ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing – these are, in fact, what I explore in my nodes, relating to the work of the consultant, who helps with knowledge, skills, attitudes and behaviour necessary for the goals of productivity and success. As mentioned, the ten themes (that became NVIVO codes) were arbitrary ones that stood out to me in my initial reflections on my readings of the narrative sections of the consultation reports, and these codes, in fact, served as useful distinctions within the rich tangle of ‘discourse’. I have defined research questions within each of the nodes in Chapter 5, but I would like to discuss them here as they arose in the early stages of my analysis.

6.3.1 Expectations

This code refers to what the student apparently saw their needs to be; their perceived reasons for coming to the Writing Centre and what they expected to gain from their consultations. It may give some insight into their preparedness for their own work and their awareness of academic requirements and literacy practices – what they need to ‘acculturate’ into academe. In looking at why some students are more successful than others, Case & Gunstone claim, “Deep approaches, in which students approach their learning with the *intention of understanding*, have been shown to lead to more sophisticated learning outcomes than surface approaches, which are associated with the absence of an intention to understand” (2001:2) (my emphases).

It is necessary, however, to point out that the Writing Centre is one doorway through which students enter seeking advice (other options are the Careers Advice Unit [now Careers Information Centre], Student Health, and the Professional Communications Unit), so we cannot prejudge the appropriateness of the problems brought. Students’ stated expectations are invariably vague, and no official records of statements from students as to their perceived needs at the beginning of consultations were made. Consultants are often faced with a passive student, not sure what help they want – seeming just to hope that the consultant will do their work for them, fixing whatever needs to be. In these cases, the consultant has to hand the responsibility back to the student. This shifting of responsibility is important and may have to be done over and over again. It requires discipline on the part of the consultant – often it is, in fact, easier for them to fix the paper than patiently sit by while the student searches for how to do this! Harris explains,

When students recognize problems, they normally do not have the metaknowledge that Flower says is needed or the necessary metalanguage to locate the appropriate section of a textbook, ask a teacher, or tell a tutor. Students coming to a writing centre do not – most often cannot – say they want to work on invention strategies or sharpen their focus or improve the coherence of a paper. They come in saying that they ‘need help’ or that the paper ‘doesn’t flow.’ It is even more likely that they give the paper to the tutor, hoping the tutor can give names to their internal sense that something is needed.

(1995:36-37)

Leibowitz *et al.* (1997) found that this ‘passive’ and ‘ill-expectant’ appearance was more common with undergraduate or inexperienced students, at their writing centre. They found more mature or postgraduate students to be more aware of their needs in writing

and thus more responsive to advice. And they agree with the claim that students' writing ability is enhanced by metacognitive skills such as awareness of and ability to express their needs.

6.3.2 Responsibility

This node is closely related to Expectations, and would certainly play a large role in the potential for students' identity development. I was aware that there are patterns of cycles that students go through in the responsibility that they take in their writing – depending on factors such as their state of alertness or exhaustion, their confidence and the task they are attempting.

It is closely related to students' attitudes to knowledge and learning, of which Kember (2001) distinguishes between two belief sets; the didactic/reproductive, where they regard knowledge as being defined by an authority, knowledge and theories as right or wrong, and teaching as a didactic process of transmitting knowledge – the teacher is responsible for ensuring that learning takes place, the student's role is to absorb the material defined by the teacher, and outcomes are judged by the students' ability to reproduce material. On the other hand, the facilitative/transformative view sees knowledge as being transformed or constructed by the individual, and judgements based on evidence and analysis, have to be made about alternative theories – teaching is a process of facilitating learning; the student is responsible for learning independently, with guidance from the teacher, and the learning outcome is the transformation of knowledge for the student's own purposes and context.

It seems that Kember's didactic/reproductive approach would have the potential to alienate students in or from the institution – especially if they do not agree with or do not understand the content – they would not be able to take ownership of it. As discussion and sharing of ideas are essential to the consultative process, it is unlikely that students consistently adopting the didactic/reproductive approach would remain long-term clients in the Writing Centre.

The facilitative/transformative approach has more of a chance of contributing towards identity development and acculturation within the academic community and discourses. Leibowitz writes that the factor of individual agency must not be forgotten in teaching writing; "we must be careful of taking this away from writers, who should at all times

feel that their development as writers is in fact their own responsibility, whatever the need for support from the curriculum, teachers, family, and peers. We know that writing involves discipline and commitment – and occasionally a little pain” (2000:32). And Parkerson (2000) agrees, adding that whilst the temptation to take over from the student – in correcting mistakes and shaping arguments – can be strong at times, although it is possible that the specific piece of writing worked on will improve as a result, it does not necessarily mean that the student has developed as a writer. Carroll writes reflectively of her practice,

I have also had to resist the urge to edit a student's paper. It is fairly easy to skim a student's paper, make the necessary grammatical changes, and send that student on his or her way; it is quite another matter to empower that student to do his or her own work. While I did my best to avoid the 'quick fix' approach to tutoring, there were a few times when both a student and I became so exasperated over an awkwardly worded sentence that I would blurt out a solution.Instead of telling myself, 'Let the student do the work,' I began telling the students, 'This is not my paper; this is your paper.' While some students were disgruntled at the thought of taking responsibility for revising their work, others began to take their papers more seriously. Oddly enough, many never saw papers as actually being theirs: they saw them as assignments to be churned out or arguments to be rehashed.

(1998:12)

Often, enskillment of the student and healthy use of the Writing Centre is made difficult, for example, because the student comes in at the last minute. Writing needs to be understood as a mode for learning, according to Leibowitz, it “provides physical or visual evidence of the thinking as it is documented, and that being slower than talking, writing provides time and space for reflection. Most significantly, writing requires a degree of personal involvement and commitment” (2000:22). Students need to understand the reflection afforded by writing as a *benefit*. Too often they are in a panic over their writing and so don't make for the provision of the time, space, reflection and commitment that services this benefit. Leibowitz continues to explain that instilling in students the idea of writing as a process involves intervention during their writing, in their drafts towards a final product. Simply providing a bit of feedback and a mark to the end product pays little respect to the concept of writing as a process. And Leibowitz relates an insight from research into writers' processes – that the composing is not regarded as a set of consecutive and incremental steps, but a recursive process of planning, writing, re-planning and editing in the process.

6.3.3 Feedback

Evaluation is not dealt with much in the Writing Centre, but feedback is. Feedback is an important factor in development of confidence and of writing, and thus relates to the issues of identity development and of language and power discussed in Chapter 3. I have been aware that there are often frustrations felt by students due to delayed or poor feedback (despite poor or good marks). Delayed feedback is pointless, as often by the time they get it, the student's engagement with that piece of writing or discussion has been severed. Ivanic feels convinced that "although dilemmas about self-representation in relation to readers are rarely made explicit, they are at the heart of most acts of writing" (1998:2). I have stated my belief that identity is socially constructed at university and the social in writing is often ignored or neglected at university. Feedback is also related (indirectly, usually) to a sense of audience – essential to any author. Students usually perceive the only reader of their assignments to be their lecturer or tutor, but often seem to forget that even their lecturer is real. The absence of feedback can promote this 'unreality'.

At other times, students do not understand the feedback they have received and as a result, it is often 'mediated' in consultations. It should be pointed out that feedback is less likely to be raised as an issue in consultations if or when it is useful, understandable and timely. I have also found, in other realms of my Writing Centre work that course tutors are not always sure how to provide feedback – having neither the framework nor the discourse to do so (I have given workshops on this). And, in fact, Paxton (1993) concludes from her small research project, focusing on ESL students' writing, that tutors (usually postgraduate students at the university) need training to respond to students' writing – an area requiring special skills. I felt that this node may give an idea of the general quality of feedback (dead-end versus developmental), and of how students regard the feedback they receive.

Rawlins stresses the need for feedback, claiming, "You need readers who will tell you: Were they convinced? Was the explanation clear? Did the opening paragraph capture their interest? Did they like the writer's voice? Were the jokes funny?" (1999:10). Feedback is a means of providing a measure for the student of their acculturation into the discourse community – seeing how they 'fit in' or could do so better, and as Paxton

(1993) states, it is a means by which students can learn about the basic rules for writing in the particular discipline. It provides guidance to the student in adopting a successful academic style in their writing, (Francis *et al.*, 2001). Rawlins continues to provide detail on the quality or type of feedback, saying the most destructive kind is error marking – people do not learn from it, it overloads the writer, it speaks to the what and not the how (it labels what is wrong but does not tell why or how to prevent it), it prioritizes the minor mechanical features (which are not the most important aspects of writing) and equates good writing with error-free writing. It also helps when feedback is offered as suggestions (instead of orders) given to help accomplish what the writer wants to do, only better and Rawlins emphasizes that explaining language definitely does not help the writer learn to write.

In his book, *Emotional Intelligence*, Goleman, in talking specifically about criticism, provides a good understanding about the role of feedback. “In its original sense in systems theory, *feedback* meant the exchange of data about how one part of a system is working, with the understanding that one part affects all others in the system so that any part heading off course could be changed for the better” (1995:150). He explains that feedback helps people to understand how they fit into the system and expectations of others and how they can adapt to it more fittingly. And he espouses ‘an artful critique’, which he claims, can be one of the most helpful messages sent; “Such a message has the opposite impact of destructive criticism: instead of creating helplessness, anger, and rebellion, it holds out the hope of doing better and suggests the beginning of a plan for doing so. An artful critique focuses on what a person has done and can do rather than reading a mark of character into a job poorly done” (1995:153).

The problem with much of the feedback that has been looked at in research, according to Paxton (1993), is that it is product oriented and forms part of an assessment activity. More preferable, she says, would be a process-oriented approach – where it is provided in a draft stage and discussed, after which the student is able to redraft. Paxton points out that “This feedback and dialogue is an important form of mediation and it reduces the risk of misunderstanding because the writer is not just the silent recipient of that judgement, but is given a voice” (1993:55). Clark & Ivancic state, “it is vital that feedback on writing is seen as part of the learning process and not just a question of giving a grade.

Writers need to understand why what they have written is considered good or interesting as well as why it is considered less so” (1997:234). Feedback has a modelling function, and engagement with what they have written in the feedback would enhance for students the idea that writing is part of their learning process – it serves to encourage them in their writing and in their ascension of their role as an authority within the discourse to which they are aspiring.

Lea & Street have suggested that a useful way of examining relationships around texts may be to start to examine as a genre, feedback given by staff to students,

By examining some of the genres of students' written work and the genre of staff feedback on it we may be able to make more sense of the complex ways in which staff and students construct appropriate ways of knowing and reproduce appropriate forms of disciplinary and subject knowledge. There is a dynamic within the feedback genre, for instance, which works to both construct academic knowledge and maintain relationships of power and authority between novice student and experienced academic.

(1998:43)

They continue to explain that written feedback on students' writing serves not only to communicate, teach and socialize the student into a discipline, but that it “is also embedded in relationships of authority as a marker of difference and a sustainer of boundaries” (Lea & Street, 1998:44).

6.3.4 Affect

The code ‘Affect’ refers to the way an individual experiences their situation. Affect impacts strongly on the cognitive processes of the individual. And this factor stands out more than any other in my consultation experience, (although due to factors such as the perceived database function, attached importance and confidentiality, consultants did not necessarily report in much detail on these issues). Ryan (1998) raises a variety of student concerns that could impact on their work, for example, in terms of academic issues – competition, class sizes, other peoples’ expectations, grades, study skills, test anxiety, social issues – separation from family and friends, roommates, friendships, dating and relationships, peer pressure, sexuality and lifestyle issues – independence, living arrangements, privacy, finances, job responsibilities, health ailments. Management of such concerns determines their impact on students’ development in their writing abilities.

More often than not, central to the management of affectual concerns and indeed, of consultations around writing, (and closely related to feedback), is the building up of the

students' confidence – so that they can eventually manage on their own – and become an authority. Academic discourses should be strongly connected to issues around identity and personal development. Rawson points out that, “learning to learn, to be effective, involves a far greater depth of personal learning than skill development alone” (2000:225). Likewise, development of the ability to write has a mutually influential impact on personal development – of consciousness and identity. Working with the confidence of students is a major part of writing consultations. Harris (1995) writes of how often students report improved confidence as a result of individual writing consultations. They often unburden themselves in consultations, finding a sympathetic ear and gaining some advice around their affective issues. But moreover, with perspective, clarity and encouragement on the state of what they have written, and guidance on how they could improve it, their new confidence often results in stronger motivation in their writing. Arnold mentions the influences – both positive and negative – of psychological processes on writing development; “Such is the nature of the role of self-confidence in all kinds of human endeavours that mentors, or those who believe in (or fail to believe in) our abilities, can exert a very powerful influence upon our success or otherwise. Psychoanalysts refer to this phenomenon as a positive transference” (1991:26).

It is important to mention that affect is generally regarded as feminine and weak, and to be avoided in relation to academic communication (which has a ‘male’ aura). Possibly the equivalent ‘male’ state is functionality. This has been spoken about in my discussion on Gender and will be illustrated in my analysis.

6.3.5 Estrangement

Issues of diversity, perceived alienation and feelings of estrangement or ‘otherness’ can be pivotal factors in various aspects related to the acquisition of academic literacy and learning experiences, and I was interested in exploring how the institution could better cater for this. Misunderstandings or ignorance due to issues of diversity sometimes severely mar students' confidence as well as consultants' (and possibly lecturers) ability to intervene constructively. Part of taking students situations into consideration involves consideration to diversities involved – obvious ones are language, culture, gender, maturity and class. There are also those brought on by external problems of students –

typical of which we have seen are: rape, death, low confidence, survival or coping strategies, full-time worker/part-time student. This node could also cover the subject acquaintance or non-acquaintance by the consultant.

6.3.6 Topic

As a result of her research, one of the three curricula aspects that Thesen (as a teacher and course designer) felt she needed to attend to was Task Design. She defines task design as “the point at which lecturer’s expectations are interpreted and taken up by learners. ...if learners interpret the task differently from those who set and mark it, there is little possibility of common understanding ensuing in the relationship between writer and marker” (1994:80) – the marker here, is usually the primary (and sometimes sole) reader.

Essay topics often have to be ‘mediated’ in the Writing Centre – even with first language speakers. But in the mediating, it is possible that consultants shape students’ topics because of what they have already acquired in terms of the ‘discourse’ of understanding tasks – consider, for example, a topic brought in by a number of students in 1997: “‘All men are rapists’. Discuss”. (Although consultants are often brought only part of the tasks students are writing for). However, they do not necessarily set about telling the writer what the task-setter *meant*, but rather set up a discussion or thought process (initially between the consultant and the writer-to-be) on what the task could mean to *them* and try to encourage them in their draft-writing process to communicate *their* understanding or interpretation of the task to the marker – thereby setting up a common understanding in their relationship between themselves and the marker.

6.3.7 Organisation

This node refers to the structural issues to do with the students’ writing that were dealt with in consultations. It is well touted that writing is a process, a very messy one, and needs practice over and over again. Explanations of this node and its patterns may illustrate this point and may show up the usefulness of having a live audience, providing feedback and responding to the writing in process.

6.3.8 Written Language

Prominent in writing centre debates is the issue of students and sometimes staff expecting consultants to edit students' grammar. Generally, simply editing or proofreading of whole assignments is discouraged as part of writing centre practice – due mainly, to the fact that it does not contribute to the development of the student's learning; although it may help to develop or improve the student's product(s), the student could be rendered a less active role. However, there are counter arguments; Grimm, *et al.*, 'poke at the time-honored insistence that writing centre workers are not proofreaders' – giving an example of one of their students – being non-mainstream, non-middle class, of regional dialect and with a possible learning difficulty – who spent an inordinate amount of time proofreading with three dictionaries and a spell checker – far exceeding the time that most mainstream students would have spent, they say, the time this student invested in his proofreading efforts, "attest to the value he places on correctness. Withholding assistance with that effort seems to run counter to his efforts to achieve agency in that domain. This is not the place to rehearse the assumptions behind the prohibition of proofreading, but we suggest that those assumptions need to be reexamined and contextualized for individual students" (1998:210). Hawthorne articulates Grimm's argument, highlighting the issue of language and power, and points out that,

Prohibitions against excessive help often prevent tutors from naming the (frequently invisible) rules that govern our readings of academic texts. In Grimm's ideal writing center, the invisible would be both named and explored, so that students from unconventional literacy backgrounds could make informed choices about their writing. If a writer chose to resist norms, the tutor would help by providing expertise, perhaps in the form of 'telling' to enable an effective resistance.

(2000:12)

Generally, writing centre consultants leave grammar editing to the last. Parkerson (2000) explains that by concentrating mainly on grammar initially, it may give the impression that a revision of ideas and organisation of the argument as a whole is not needed. Besides which, inevitably with redrafting of discussions, new grammatical errors will occur. She says that their Writing Centre has found it useful to employ the policy of providing feedback on grammar during the early drafting stages only when meaning is obscured and that surface editing by students is encouraged only towards the end of their writing process, just before the final product is to be handed in.

On editing, Rawlins mentions (amongst other factors) that it is not *writing*, it follows creating and he points out that grammar is not usually the problem. “Most people use the word *grammar* to describe a whole range of writing problems that are better called other things: awkwardness, clumsiness, ugliness, weak sequencing, ambiguity, poor organization. None of these things is fixed by learning grammar rules” (1999:224) – and instead, he advocates exposure to the language. One means is through speaking, for example, in getting students to talk about what they want to write. This has proved especially useful for second or foreign language speakers in consultations, as often their thoughts become more clear in their verbal expressions – making what they want to write more ‘visible’, attainable and therefore doable. Greene (1993) mentions that in doing this, her consultants have found that students may know grammatical terms but do not understand the concepts underlying them and so consultants in fact spend a lot of time trying to make abstract concepts concrete for their students. And Leibowitz (2000) talks about the importance of merging form and cohesion in discussing writing – so that it is meaningful.

6.3.9 Suggestions Made

One of Graham & Hudson-Ross’s teacher candidates noticed a difference in the language used with regards to the level of proficiency of the writers; with less proficient writers, he noticed much use of the word ‘encourage’, saying: “This supports the role of teacher. We must let these less avid writers know that we are on their side. We want them to do their best, we will support them along the process, we will guide them out of dead-end streets or trouble areas; we will let them know that it is okay to get ‘stuck’ or ‘lost’. We are part of the support team” (1999:73). And with more proficient writers, they state, “we use words like *engage*, *stress*, and *clarify*. We as teachers take on the more active role. We challenge the students to challenge themselves. We allow them to explore the nooks and crannies of the process. We push them toward a clear voice and/or style” (1999:73).

At a glance of my case studies, I noticed that the verbs used in reports on consultations with serial clients seemed to change – from words such as ‘negotiated’ and ‘discussed’ at the beginning consultations, to ‘pointed out’ and ‘edited’ in the later consultations – this may indicate more of a ‘Discourse Analysis’-type exploration. And whilst it touches on

the Responsibility node – I felt it might be useful in drawing out the type of things consultants do, and indicating the roles they play.

6.3.10 Networking

Richard Light, author of *Making the most of College: Students speak their minds*, suggests that “part of a great college education depends upon human relationships” (2001:11), and so he advises his students to get to know at least one of their teaching staff well (and get the staff member to know them well). This node touches on responsibility taken for learning; networking is often initiated by consultants on behalf of students, and this may indicate something about the relationship between the two, for example, where the consultant is ‘mothering’ the student, or where the consultant is sharing in the student’s interests and thus passing on useful information or resources, or where the student is reliant on the consultant, or on the student’s own resourcefulness.

Whilst networking occurs on more or less an individual basis – often to good effect, the question as to how the Writing Centre can be made a more effective part of the institution – feeding into student and or curriculum development, is raised often. A colleague in another department once complained to me about what he called our ‘halo effect’ – we had maintained students’ confidentiality in not discussing students with their teaching staff unless it was an open arrangement. However, this colleague had felt that we were alienating the supervisor; he and his colleagues felt ‘left out in the dark’, as they did not know what consultants were doing with their students in the Writing Centre, and wanted feedback. It is possible that still respecting the confidentiality issue, a more professionalized policy, providing for feedback and improved communication channels, may be beneficial to all – especially with regards to the effects of consultation and supervisory intervention.

6.4 Comments on a Statistical Profile of my Sample

Having determined at the first stage of my analysis, three set divisions and ten themes or nodes within which to read my case studies, I set out to further analyse them thus. And I looked at my sample across the nodes within groupings according to the twelve possible combinations of language, gender and degree level (see Table 6.i).

I drew up statistical profiles of my sample, based on registration details and quantitative Writing Centre data, in order to note general trends across groupings and these are presented at the end of this Chapter, with detailed breakdowns presented in Appendix 5a. A brief summary follows:

The highest user groups of student serial clients in the Writing Centre are female home and second language students and male second language students (see Table 6.iii). The same pattern of language ratios exists between male and female in the undergraduate and postgraduate groupings. There is a small percentage of male home language users and in fact, generally a small percentage of male users, with slightly more postgraduate male users. On the other hand, there are a large percentage of female users, with slightly less postgraduate female users. However, of the second language users, there are a bigger percentage of undergraduate males, but an almost equal gender division at both levels. Of the foreign language users, there are a roughly similar percentage of male and female users, with a slight increase in the percentage of postgraduate males. There is a stark gender difference in the home language users, but a similar gender profile of second language users.

There is a slightly wider faculty spread amongst second language users (see Table 6.iv), with home language and foreign language undergraduate users being mainly from the Social Science and Humanities faculty. In fact, Social Science and Humanities students are the most frequent users in all groupings except for the male, home language postgraduates and male, foreign language students. Reasons for this could be related to any of the following facts: that this faculty has easier entrance requirements or more ADP work and therefore possibly more referrals, that the faculty is bigger, that there is more writing required of these students or due to the home disciplines and abilities of the Writing Centre consultants. In terms of language profiles, there are more second language users from the faculties of Social Science and Humanities, Health and Allied Sciences, Engineering and Science, but more home language users from the Commerce faculty and more foreign language users from the Law faculty. In terms of gender profiles in faculties, there are greater discrepancies in the Social Science and Humanities faculty, with more female users. Other faculties are generally equal across genders, with more male Engineering users and more female Health and Allied Science users. There are more

postgraduate than undergraduate users from the faculties of Commerce, Law and Engineering. This could be due to the nature of the courses offered (in Law) and the amount of writing required in these courses.

The average number of visits per student is constant in females (see Table 6.v), with a rough average of 10.5 visits per student and with the undergraduate average being slightly more than the postgraduate. There is more of a variety amongst males, with there being more visits by postgraduate home language users and undergraduate foreign language users.

Generally males stick with fewer consultants and female undergraduates accept more consultants (see Table 6.v). Postgraduates tend to stick to one or two consultants, with the range for female home language postgraduates being wider (1-6). (Ranges can be seen in the tables in Appendix 5b). Amongst undergraduates, the range for female home language postgraduates is wider (1-11).

The average time per visit (see Table 6.v) is generally much more for postgraduates, with the average for females being 110 minutes and males being 146 minutes. Amongst undergraduates, the average time per visit is 67 minutes for females and 78 minutes for males. Males are more demanding of time than females and postgraduates more than undergraduates in both groupings and in all languages. More time was spent on preparatory reading (probably due to more bulk) with male postgraduates and female foreign language postgraduates and most of all with male home language postgraduates (see Table 6.vi). The least preparatory work done was generally with female undergraduates and male home language undergraduates, and least of all with female foreign language undergraduates – although they required a higher consultation time on average than other undergraduate or female users. Thus, although they make fewer visits on average, generally men are more demanding of time.

A summary of the profiles of my sample is presented in Appendix 5b. These statistical profiles draw together the framework of analysis with the Writing Centre sample of records and form the basis of the detailed analysis of my case studies analysis across my chosen set divisions and themes that will follow in Chapter 7.

6.5 Statistical Profile of my Sample

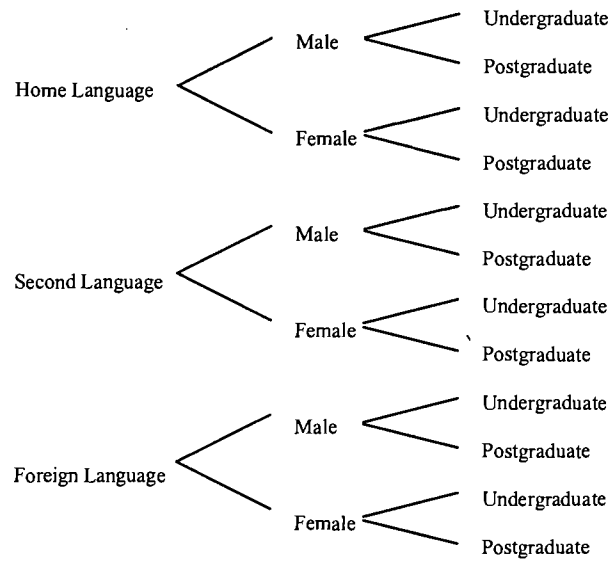


Table 6.i: Grouping of sample in combinations of language, gender and degree level

KEY:

English Language Status	Faculty
EHL / HL: English as a home language	
EFL / FL: English as a foreign language	COM: Commerce
ESL / SL: English as a second South African language	ENG: Engineering
Gender	LAW: Law
F: Females	MED: Health and Allied Sciences
M: Males	SCI: Science
Degree Level	SSH: Social Science and Humanities
PG: Postgraduate	
UG: Undergraduate	

Language Group	Number of students	Gender	Number of students	Degree Level	Number of students
ESL:	84	Females	99	UG	79
EHL:	53	Males	56	PG	76
EFL:	18				

Table 6.ii: Profile of Group Divisions

GROUPING	TOTAL
Female, Second Language, Postgraduate (FSP)	24
Female, Home Language, Undergraduate (FHU)	23
Male, Second Language, Undergraduate (MSU)	23
Female, Home Language, Postgraduate (FHP)	21
Female, Second Language, Undergraduate (FSU)	20
Male, Second Language, Postgraduate (MSP)	17
Female, Foreign Language, Undergraduate (FFU)	6
Male, Foreign Language, Postgraduate (MFU)	5
Female, Foreign Language, Postgraduate (FFP)	5
Male, Home Language, Undergraduate (MHU)	5
Male, Home Language, Postgraduate (MHP)	4
Male, Foreign Language, Postgraduate (MFP)	2
(TOTAL)	155

Table 6.iii: Serial Clients – Breakdown into Gender, Language and Degree Level

Faculty: Total	Language by Faculty	Gender by Faculty	Degree Level by Faculty	Faculty: Total	Language by Faculty	Gender by Faculty	Degree Level by Faculty
SSH: 99	EHL: 34	M: 28	UG: 62	MED: 9	EHL: 3	M: 3	UG: 4
	ESL: 57	F: 71	PG: 37		ESL: 5	F: 6	PG: 5
	EFL: 8				EFL: 1		
COM: 14	EHL: 11	M: 7	UG: 3	ENG: 14	EHL: 2	M: 9	UG: 4
	ESL: 1	F: 7	PG: 11		ESL: 11	F: 5	PG: 10
	EFL: 2				EFL: 1		
LAW: 7	EHL: 1	M: 3	UG: 0	SCI: 12	EHL: 2	M: 6	UG: 6
	ESL: 2	F: 4	PG: 7		ESL: 8	F: 6	PG: 6
	EFL: 4				EFL: 2		

Table 6.iv: Groupings by Faculty

	Average visits per Student	Average time per visit	Average number of Consultants
Females			
F,HL,UG	10.5	65	3-4
F,HL,PG	10	100	1-2
F,SL,UG	10.5	70	3
F,SL,PG	10	107	1-2
F,FL,UG	12	67	4-5
F,FL,PG	10	124	1
Males			
M,HL,UG	7	66	2
M,HL,PG	16.5	164	1
M,SL,UG	7	75	3
M,SL,PG	9	130	1
M,FL,UG	20	93	2-3
M,FL,PG	7	145	1

Table 6.v: Table of Averages

	Preparation time	Consultation time	Entry time	Average total time per visit
F,HL,UG	16	34	15	65
F,HL,PG	40	43	19	100
F,SL,UG	18	35	18	70
F,SL,PG	51	37	20	108
F,FL,UG	12	42	13	67
F,FL,PG	69	37	18	124
M,HL,UG	15	34	17	66
M,HL,PG	88	46	32	164
M,SL,UG	27	32	16	75
M,SL,PG	65	44	22	130
M,FL,UG	21	48	21	94
M,FL,PG	83	46	16	145

Table 6.vi: Average time per visit (minutes)

[Total Average time per visit: 101 minutes]

[Total visits: 1513]

Average time:

HL:	(Females)	82.5	(Males)	115
SL:		88.5		102.5
FL:		95.5		119

Chapter 7: Case Study Analysis

7.1 Introduction

I have divided my analysis into the ten nodes, each of which I have discussed in groups combining gender, English language status and degree level. In the following Chapter, I discuss the general trends across and within each group¹. Rather than include all reports in an appendix, I have referred to relevant extracts as illustrations for my points, which are quoted in my endnotes (see Appendix 7).

7.2 Expectations

It seems appropriate to begin this analysis with an idea of the sorts of expectations students bring to consultations. The node ‘Expectations’ refers to expectations students had of their visit to the Writing Centre and of their consultant(s). Note that these were *articulated requests* or expectations and not issues in need of addressing, or, in fact, those necessarily addressed in the consultation. A picture of expectations students have may give some insight into their perceived needs, as well as their acculturation, or process of acculturation into academe.

It has not always been possible to determine the types of expectations in all groupings. It can be assumed that when students did not articulate what they hoped to gain from the consultation, they automatically expected the consultant to read their drafts and deal with issues she found. However, the following offers an overview of patterns of expectations – based only on what has been recorded by consultants of expectations that have been expressed by students on visiting the Writing Centre.

The home language groupings, together with MSU (male, second language, undergraduates), FSP (female, second language, postgraduates) and to a lesser extent, MSP (male, second language, postgraduates) students are most likely to wish to discuss their ideas or outline of their topic with the consultant, in other words, bringing their own ideas with them as opposed to ‘approaching the topic’, in which case, they are more likely to come to get ideas. It seems that the FSU (female, second language, undergraduates) and FFU (female, foreign language, undergraduates) students are least confident and possibly feel more helpless and therefore least likely

¹ Quotes from students’ records are presented in italics. References to quotes from students’ records take the form of {Grouping: Document number in that group: paragraph number}. The groupings are defined as follows: FHU: Female, home language, undergraduate, FSU: Female, second language, undergraduate, FFU: Female, foreign language, undergraduate, MHU, MSU and MFU: male equivalents, FHP, FSP, FFP: female postgraduate equivalents and MHP, MSP, MFP: male postgraduate equivalents.

Also, within quotes, where necessary, I have replaced names with [S] for student, [L] for lecturer, [C] for consultant, [sup] for supervisor and [XXX] for names of departments. Ellipses (...) denote chunks of text left out of the quotes.

to wish to discuss their own ideas – certainly in the initial consultations. Whilst female students often made requests for last minute readings of their drafts by the consultant, none of the male groupings made such requests.

7.2.1 Undergraduate Trends – Expectations

Undergraduates request more help in approaching their topics, and discussions around approaching the topics are more often discussed before commencing writing at this level.

Home Language

The most common expectations expressed in the group of female, home language undergraduates, were around help in approaching the topic,¹ discussing ideas or drawing up frameworks with consultants,² and unpacking the task or understanding the task requirements. General queries and queries on general essay writing or report formats were often from students who came to the Writing Centre saying that they wanted to improve their essay writing (and marks).³

Sometimes, female students came at the beginning of their university career with a list of questions – to ‘orientate’ themselves,

She asked me about layout of academic essays and strictness of word limits -vs- page limits. Asked about referencing conventions - specifically how to reference quotes from the poem she has to analyse. ...Does the analysis have to be line by line or can she step back? How can she use her tutors? What are the limits? ...She also asked me about using CD ROM to look up old meanings of words. - Here I felt VERY inadequate! Will lecturers be biased against you if they hear you've been to the Writing Centre? Will you be labelled as having a problem? {FHU:3: Para 12}.

Other ‘occasional’ questions that female students from this group brought were around how to shorten or improve the focus of their essay, integration of information, how to analyze a poem, writing introductions and conclusions (it seems that most of these students had acquired the formula at school), link and flow in their writing, referencing – in terms of technique, writing a bibliography, or of lines of a poem, and around examination skills.⁴ It is interesting to note there were no queries around note taking from these students.

Some female students came with questions around their readings – which they may have left for the consultant to look at or brought with them for use in the consultation. Occasionally they wanted the consultant to go over feedback with them and explain it and a few brought in drafts for discussion after their lecturers had given feedback on them.⁵

Once relationships were established between female students and consultants, many of them popped in for quick checks or queries.⁶ Inevitably, these students expressed intentions to return with their drafts of the topic discussed, or with redrafts. However, often these follow-up drafts were brought with them to the session for the consultant to read there, rather than dropped off beforehand. Female students seldom came for the first time with a draft having been written already; almost all of the requests for general draft readings (of drafts left beforehand, or brought to consultations) were follow-up consultations. In other words, most of these female students used the Writing Centre through a process approach; coming to chat first and then bringing one or more drafts. At some stage in the process, they may have indicated to the consultant that they felt able to proceed on their own. There were a few last minute appointments with females – all from students who had been before and were experiencing a panic attack (although they were still discouraged from doing this).⁷

There were a couple of cases of the home language students wanting proof-reading to be done by consultants, and a couple of students wanting the consultant to ‘fix’ their drafts – showing little interest in engaging with the consultant over the process. There were also a couple of students who asked consultants to leave notes on their drafts, for them to collect later.

The majority of consultations with male students were ‘to the point’; this small group of students all knew what they wanted and followed up on their consultations as intended, with the next step in their writing process – whether it was after finding readings or with further drafts. Basically, each student came with certain expectations from first to last – for example, [MHU:2] (MHU: male, home language, undergraduates) came for emotional company and help with his attitude to writing, [MHU:3] wanted a process approach through his major papers and [MHU:1] was a curious ‘walk-in’, who usually promised to draft but returned without one, yet with lots of questions for the consultant.

The notes made with regard to intentions for follow-up consultations, for one student illustrate a process strategy (in brief) in action;

[MHU:5] first came enquiring about what the Writing Centre does and at the end of the session, he made an appointment to return after he had found books that would serve as sources of information. Having discussed the readings at the next consultation, he made an appointment to return after he had attempted a summary. Then an outline was discussed and at the following consultation his first draft was discussed and he made an appointment to discuss his revised draft three weeks later.

Most commonly expressed expectations with the males were of general draft readings,⁸ and discussions about the student's attitude or approach to their writing or their topic.⁹ Individual issues raised for specific focus were organisation of their writing,¹⁰ writing a conclusion, layout and bibliography¹¹ and help with examination techniques.

Second Language

In contrast with the home language undergraduates, a lot of the second language undergraduate students came for help but often when they did so, the nature of what the help was to be was actually determined by the consultant – in other words, these students were seldom able to articulate what help they wanted. This inability was more prominent amongst the females, but certainly evident amongst the males. Occasionally, students from this grouping appeared to expect a 'quick fix', but possibly this was due to their lack of knowledge as to what to expect from the Writing Centre,¹² or how to ask for the help they wanted. Some of these students came due to their Lecturer's advice:

[L] asked me to help [S] - he is giving her a supplementary to avoid her having to come back next year - has only failed this exam (45%, aggregate for year 49%). [L] feels she needs help with exam technique. He brought in her exam draft for me to look at. Examiners comments: Queries lack of revision? Says she doesn't really answer question - just presents a series of generalized scattered comments. Lacks detail, incomplete argument, factual errors. Writing does look like nervous exam writing. [L] wants me to report back. {FSU:2: Para 11}. ...was advised to consult the Writing Centre by [L], who had already given her feedback on her major essay, a DP requirement ...[L] phoned me about this student; she was concerned because she did not seem to understand the feedback given, and thought it might help if I looked at the essay, explained the feedback to the student and gave comments of my own. {FSU:9: Para 13}.

Thus, most common in terms of expectations here seem to be for general draft readings; that is, students wanting consultants to read their draft and give general feedback, discussing issues as they arose, rather than coming with specific queries or requested points of focus for the consultant – and more often than not, these drafts were brought with them to the consultation – in other words, not allowing for the consultant to read it in preparation beforehand.¹³ This is possibly due to students having run out of time. In terms of expectations that were expressed, the most common were those of approaching the topic or discussing ideas,¹⁴ and having tasks unpacked and requirements or concepts, explained.¹⁵ 'Unpacking the task' is different from 'approaching the topic', where the student understands the task and its requirements, but where they wish for advice on how to approach it. It was also quite

common for students to come for help with understanding their readings, or extracting information from them.¹⁶

She has given me her reading for the next essay - on Prejudice. She's read it but doesn't understand it. I asked her to try to write a topic sentence per paragraph - in preparation for Tuesday. {FSU:6: Para 125}.

Again, it was generally a process approach taken by the female students – where they came with topics or drafts and returned with later drafts. Generally, the first time these students came to the Writing Centre, they brought drafts, as opposed to the FHU (female, home language, undergraduates) grouping, who came for an initial discussion before consulting over their actual writing. With later assignments, female students may come with topics to discuss before attempting drafts. Again, there were a great number who expressed intentions to return for follow-up consultations.

[S] is starting up a new task, and she has taken my advice to see me from the initial stages of working on an assignment. She came to discuss the topic, as well as to receive input on the notes she has made. {FSU:4: Para 56}.

As in the case of her 2 previous consultations (with Cathy) she came for advice on the interpretation of a contemporary poem. She was working through these in preparing for her exam on modern poetry. ...She will continue to come to the Writing Centre to 'practise' in this way until she has written the exam on contemporary poetry. {FSU:15: Para 90}.

Other popular concerns amongst the females were around the integration of information, and structure or organisation of their writing, note-taking, examination preparation or technique and to discuss feedback.¹⁷ A small number of these students came with particular queries around poetry analysis, referencing, elements of essay or report writing or conventions of their particular discipline, how to make their writing more effective, shortening the length, finding information and writing introductions and conclusions. Sometimes these students asked specific questions.¹⁸

There were a few last minute appearances by second language undergraduates at the Writing Centre, with students wanting to be seen immediately,¹⁹ and some editing or proof-reading being requested – both of which were discouraged.

In contrast to both home language speakers and females, although male students from this group often expressed intentions to return for follow-up consultations, few of these intentions were carried out.²⁰

He did not keep his appointment with Mervyn on 8 March and cancelled a subsequent one for 15 March. However, 4 weeks later he returned to the Writing Centre as a 'walk in', demanding immediate attention. Fortunately, the student I was due to see at that time had just postponed her appointment and therefore I was able to help him. He wanted to know how to approach a Sociology essay that was due the following Monday; thus, at the end of the mid-term vacation, he had allowed himself only the weekend to work on the essay! {MSU:8: Para 28}.

I went over his research proposal over the weekend, in preparation for a consultation today, out of my hours, and for which he did not show up - although he had collected his draft from me first thing today and we'd spoken for about 10 minutes. {MSU:13: Para 61}.

Generally, these male students seemed to differ in their commitment and effort put into their own writing as well as in their expectations of consultants doing work for them, and it is possible that cross-cultural or gender issues in the consultation situation played some role. These students may come in with similar issues each time – for example, on approaching the topic, but, as mentioned, fail to follow up these appointments with drafts to discuss with consultants. There were a number of ‘stop-start’ cases²¹ and lots of last minute habits and lateness for appointments.²²

The most common reasons for requesting consultations expressed by males were for general draft readings,²³ or to discuss their ideas and approach to the topic,²⁴

Major difficulty was understanding the term ‘Watershed event’. After I explained this, he asked me what I thought he should talk about {MSU:1: Para 55}.

However he wanted me to explain the topic to him to confirm whether what he thought matched with his thoughts. When I asked what he thought the question required he told me exactly what I would have told him. We therefore discussed how his experiences could be written in an essay. {MSU:16: Para 11}.

Doesn't know how to start. Knows what he wants to do - the question on language (nurses as interpretators). Doesn't know how to tie in readings with essay. {MSU:21: Para 134}.

Usually their drafts were simply brought to the consultation, rather than dropped off beforehand. A few males came for help in unpacking tasks,²⁵ and a few asked for help through the writing process.²⁶ There were also occasional requests for a specific focus in the consultant’s readings.²⁷ In addition, male students came with requests for information about elements of essay writing, length, and questions around referencing,²⁸ poetry analysis, examination skills (the Afrikaans speaker),²⁹ register and language;

He asked me how he could avoid using ‘I’ when asked to give an example from his own experience. (Psychology dept doesn't like students using first person!) I suggested he use ‘a person’! Also asked: ‘If I think of an example but aren't sure if I can explain it, what do I do?’ I spoke about keeping his reader in hand and if he finds he isn't managing to do so, try another example. {MSU:21: Para 111}.

He asked how he could develop the skill of changing his words to simpler ones. {MSU:10: Para 20}.

There were some reports on or discussions over feedback received by students.³⁰

Foreign Language

There were much fewer drafts brought by female, foreign language undergraduate students than those from other groupings. Generally consultations took the form of explanations and discussions *around* topics – in terms of content, requirements and readings. There were quite a lot of requests for last minute readings of assignments, but these were brought late because of time constraints rather than being the purposeful choice of students. Although there were some requests to go through the

writing process together with the consultant and a few of these students expressed intentions to return with drafts, very few came for general draft readings or with follow-up drafts ('redrafts'),³¹ – again, this is possibly due to time constraints, as a lot of time may have been devoted to grasping the topics and readings before writing.

Typical expectations brought to the Writing Centre on visits by females were of help with poetry or novel analyses or translations, or understanding their readings, and with questions for the consultant on how to approach their topic, often requiring the consultant to explain the vocabulary of the topic. It was common for female students to have repeated consultations over the same topic, still with no drafts being written.³²

A tut assignment. Mervyn had seen her on the same task. She has this habit of using different consultants on the same task to see how much information she can get. I offered no new information in terms of themes, only that she needed to focus her attention on developing a logical argument with the themes she had. {FFU:4: Para 303}.

And some females were demanding of more time than one consultation allowed per day – and expected such service from the Writing Centre.³³ There were a few requests for the consultant to edit or sort out the language.³⁴ Other (individually) expressed expectations from females were: wanting help with the organisation or structure of the essay, to discuss the student's ideas for her essay, to improve a draft of a marked essay, help with study skills and simply curious to see what the Writing Centre does.

Both of the male students almost always followed up on consultations and returned through the process of their various assignments.³⁵ They took on their due responsibility but certainly expected their consultants to take on (much) responsibility as well. Usually they came for general draft readings,³⁶ but also often came to discuss their ideas. This actually happened after they had established relationships with their consultant and established for themselves that they could discuss more than their language issues with her.³⁷ In addition, questions were raised with consultants around study methods and examination techniques, writing introductions and conclusions, and referencing.

7.2.2 Postgraduate Trends – Expectations

Often, postgraduate students finished one project – for example, their course work, and stated their intentions to return through the process of their next project, such as their thesis.

Home Language

Generally, the male, home language postgraduate (MHP) students expected a lot from their consultants – sometimes too much – for example, in terms of time, amount of reading, a regular time slot, appointments at consultants' homes and during holidays or weekends. Also interesting to note is that students from this grouping are, on average, the most demanding of time spent by consultants per consultation. Most of the collaborations with the male students were long term, and thus close and intensive – the average number of visits was seventeen, and average period of time between their first and last visit was twenty-two months. Often, in such long term relationships, students and consultants develop a set understanding or pattern of interaction – possibly, the student leaves a draft, the consultant reads it and responds to the student in the next consultation, where he leaves his next draft.³⁸ It should be emphasized that this pattern is built up rather than merely practised from the beginning of the series of consultations – as opposed to the 'clinic-type' approach mentioned in connection with the short-term collaborations with female, foreign language, postgraduates (FFP).

At the beginning, many of the male students may want fixing to occur in their writing and they do not seem to think of learning through it. But their experiences seem to teach them that they can benefit more than this,³⁹ and with consultants' experiences of seeing follow-up drafts through the students' writing process, we can accept that learning takes place.⁴⁰ However, it is also apparent that with long-term relationships being set up, along with the intensive collaboration, students come to expect commitment from their consultants – for example, [MHP:2] expected a regular slot.⁴¹ And sometimes, in fact, the consultant may support the student's dependency – for example, through taking huge amounts of work to 'check' through – again, [MHP:2] provides a good example of this.⁴²

There were also a large number of instances where intentions to return for follow-up consultations were expressed by females – and they usually carried these out. This could give an indication of the students' feelings of dependency on the Writing Centre and commitment to their work.⁴³ There were many requests for general draft readings and with essays, fairly often, these female students mentioned that they preferred to bring their draft to the consultation and go over it with the consultant, engaging

themselves, rather than waiting passively for the consultant to respond to their writing.⁴⁴

[S] has not written for a couple of years. Finds 'critical writing' a bit of a shock to the system. Took ages to write this essay. ...Too long - needs to be half the length. 'I'm thinking of taking out the whole section of the triangle of conflict, tell me what you think? Even though this was my favourite part and the reason for doing this essay - it's so hard to cut.'...Requested: - positive critical feedback, - advice of where to cut, and most importantly, if it makes sense. {FHP:10: Para 12}.

A lot of the female students wanted to discuss their ideas and approaches to the topic with consultants before writing, or even during their drafting, rather than being concerned about the consultant reading their actual drafts.⁴⁵ And they came to consultations with many questions around their drafts or requests for specific areas of focus in the consultants' readings.⁴⁶

Had inserted a lot of questions for me in the margins of her draft - sometimes due to confusion because her supervisor and I had made different suggestions - e.g. on where her hypothesis goes. {FHP:21: Para 196}.

Most common to the male group was the expectation of general draft readings – sometimes over very substantial amounts. Occasionally, they asked for a specific focus in the consultant's reading.⁴⁷ There were a few instances of students discussing outlines with consultants, and how they would approach the topic, and some specific questions related to language, integration of information, writing conclusions, as well as a few expectations for editing by the consultant.

There were some requests from females for last minute readings by consultants,⁴⁸ and occasional requests to discuss feedback on assignments.⁴⁹ Other occasional requests were around help with language – but this was possibly due to students' naiveté over what needed improving in their writing;

During the consultation, [S] kept wanting to get down to working on the wording. I suggested we rather work on the structure first - section by section - as I suspected that the syntax may then become less of a problem. {FHP:7: Para 28}.

There were occasional requests for help with organisation of their writing and help in improving writing in general,⁵⁰ shortening their assignments,⁵¹ and in understanding the topic requirements.⁵² There were also individual requests for help with examination preparation,⁵³ modelling,⁵⁴ and editing. Female students would often pop in to report back on how they had done in an essay mark.

Second Language

The Afrikaans speaking female students were more likely to come with lists of questions accompanying their drafts for the consultant, but often the African female

students were vague about what they needed to do, and thus about what help they wanted or how they could use the Writing Centre.⁵⁵

This student submitted a report which was still in a very raw state. She had not written any results or discussion, and had merely appended her 'answers' on the prac question sheets. She seemed surprised that this would not suffice for her results and discussion, and was evidently confused by the different requirements for the short and long report. {FSP:4: Para 10}.

Quite a few females came, saying simply that they wanted to 'improve their writing'.⁵⁶ And there were some very dependant FSP students and a fair amount of supervisory substitution work was involved here.⁵⁷ This issue is discussed more in section 7.5 under the 'Affect' node.

There were a number of female students who seemed at first, keen to get it over with and hand in their written assignments before the consultant felt that they were ready;⁵⁸

I don't think she sees herself as playing a role in her learning - seems to expect it just to be poured into her! {FSP:18: Para 48}

It is obvious that she is not interested in any lengthy discussions on her paper, and just wants editorial work, but I suggested otherwise. ...We struggled on for a while, and she finally departed when it became obvious that I would not re-do the essay for her. {FSP:17: Para 13}.

Once relationships were established, however, a lot of these students asked for help in planning their writing procedure,⁵⁹ or came to discuss ideas and approaches to their topics before writing.⁶⁰

After we were both satisfied with the questionnaire she was inclined to linger and talk about her research problems in general - she asked me about the qualitative approach to research that she was adopting and also how she should analyse the data once it had been collected. {FSP:5: Para 297}. She asked me for suggestions on how she could present data from questionnaires and interviews. Also has a video - how could she use this? We spoke through this. I suggested she describe and then refer to happenings in video - to validate or complement her interpretations. - But there are other options here. She asked how much she should quote from the interviews. And does she give her interview questions as subheadings? I felt this would make it rather monotonous. {Para 343}. Brought in the ELTIC book and asked me to show her how to reference articles in there. {Para 453}.

A great many of the female students made follow-up appointments after discussions around their topics or drafts, thus taking the process approach to consulting over their written assignments.⁶¹ Mostly, these students brought drafts of whatever they were working on for general draft readings by consultants, occasionally asking for the consultant to focus on a particular section, (those who did this tended to be Afrikaans speaking rather than African).⁶² Some brought parts of their drafts to the consultation to discuss – rather than having left them beforehand for preparatory reading by the consultant.⁶³ But a number of female thesis students left some large bundles of drafts for consultants to read,⁶⁴ and generally had high expectations of their consultants –

who varied in how much they allowed of this.⁶⁵ Other expectations, or specific requests female students brought were for help with the organisation or structure of their writing, referencing and writing conclusions, to have the parts of a thesis explained, help with shortening their drafts, finding resources or understanding their readings,⁶⁶ and for help with examination techniques.⁶⁷ There were also out-of-the-ordinary requests dealt with, such as, help with scholarship or funding applications, job applications or testimonials.⁶⁸ Often these students would come in to discuss their feedback, or simply to report back on what was happening – sometimes joyfully and sometimes in a state of depression.⁶⁹

[S] contacted me to say that she won a scholarship as a result of her paper and will be wanting to work with me again soon! She is delighted - great news! {FSP:3: Para 163}.

Almost 2 weeks later [S] came as a 'walk in' at the end of the working day, when she knew we would be alone in the Writing Centre; she was very distressed and wanted my advice on what to do next, as [sup] had remained adamant, even after reading her extensive and detailed report {FSP:12: Para 716}.

[S] brought in a marked essay - where [L] had pointed out that he recognised her contents - and wrote the page numbers of the book from which she'd lifted stuff, in the margins. She said she did not know what she had done wrong. I spent ages explaining why what she had done was not acceptable - what the purpose of essay writing was, etc. {FSP:18: Para 62}.

A lot of second language postgraduate students expected help with their language and a number of them were sent by their supervisors specifically to get their language 'sorted out' at the Writing Centre.⁷⁰ There were a lot of instances where Second language postgraduates (both female and male) asked consultants to edit their drafts for them, and a few instances of students who came for a quick last minute reading by their consultant or at the last minute.⁷¹ Some of their supervisors also expected consultants to edit their work;⁷²

[S] sent a draft of his thesis down to me via Courier. He wants to hire me as a private editor, however, on reading, I felt there was a lot of writing consultative work that needed to be done besides editing. {MSP:6: Para 26}. He's corrected the last lot and submitted to [sup]. Wants me to proof-read now. I asked about [sup's] feedback - she wants me to 'correct' it first. Wants to finish in the next 10 days. He came with a whole lot of queries for me - mainly grammatical - we went through them. (Some stuff has been mis-corrected by [sup]) {Para 120}.

Students from the male second language grouping, like the male home language students, also had generally fairly rich expectations of their consultants. Although some of them specifically requested consultations through their writing process.⁷³ Again, there was a tendency with some students – especially in thesis writing – to leave a draft of the next chapter when consulting on one chapter. As explained, this does not provide for development of the student, and is not the proper intended role of the Writing Centre; in this case, the use of the service is basically consultative editing – where the consultant points out errors, gaps and needs and the student fills them in.

It is unlikely that much learning takes place here, and if it is over a short period of time, it is more unlikely that any learning would last. It is interesting to note that often the consultant tends to allow this pattern of usage – a difficult one to change with intense, pressured students and time spans.⁷⁴

Almost invariably, the male students expected general draft readings,⁷⁵ and had intentions to return.⁷⁶ A few wished to discuss their ideas and approach to their topics. Occasionally, males asked for help with their readings,⁷⁷ or had specific questions – for example, around the organisation of their writing, elements of a thesis and note taking – or came to discuss feedback, or else wanted to have a general discussion about other issues.

Foreign Language

Generally the female, foreign language postgraduates consulted through a form of a writing process, but all of them were actually short-term and intensive processes,⁷⁸

Decided rather to consult every day now - aiming to complete by Friday. {FFP:3: Para 261}. [S] has 4 days left!! Wants to see me every day - chapter by chapter. Chapter 3 tomorrow - to scan, because lost on disc. {FFP:4: Para 197}. I hadn't finished reading by the time she came but it is the same stuff coming up now. I feel quite tired also. She's leaving on Saturday - I suggested she take my comments on my reading so far and work with them. There is interesting stuff her but I feel it needs a lot of work. She said she'll keep in contact - on the e-mail. {Para 254}.

This is not to say there were not intentions to consult through a proper process approach; at least three of these students discussed this with consultants at the beginning of their dissertation writing.⁷⁹ One of them, in fact, was a supervisor herself and came first to discuss her own supervision of students.⁸⁰ The other two came to the Writing Centre for the first time within the last few weeks of their thesis writing. However, these intentions were not carried out; one student,⁸¹ although having promised to pace herself through her thesis writing process, merely reappeared with her entire dissertation ten days before she was due to hand it in. The supervisor-client submitted occasional pieces, but seemed to prefer to convert her sessions into social chats, and the third student⁸² stumbled through about three years of constantly rescheduled appointments and lost writing that was usually out of date by the time she did manage to pitch for her appointment.

My impression is that the female students used the Writing Centre as a checkpoint rather than a learning or mentoring opportunity, rendering perhaps, much wasting of time and energy in terms of the Writing Centre providing a developmental service for them. An example of this type of 'clinic situation' is evident in [FFP:4]'s usage; she

would consult over a draft of one chapter and then immediately make an appointment for the next chapter – possibly the next day. She wanted all her chapters seen to quickly, rather than consulting over one draft chapter, reflecting and attempting a redraft or a draft of a further chapter based on her lessons from the consultation, and then reconsulting over this. Because her chapters were handed in one after the next, it is not possible that any learning gained from consulting on one of them could be incorporated into the drafting of the next.

In most cases, when drafts were dealt with, females wanted general draft readings done by the consultant. Sometimes, these students had specific questions related to their drafts or their ideas,⁸³ or questions related to organisation, referencing, language or parts of a thesis, or they wanted input on what to do or how to report on interviews done.⁸⁴ One student asked directly for editing.

Most of the male students came initially for help with their language,⁸⁵ but this usually evolved into them seeming to automatically expect the consultant to cover everything, with expectations of general draft readings of long papers and follow-up appointments on reflective revisions of them.

7.3 Responsibility

Having outlined the expectations students say they have when visiting the Writing Centre, I would like to explore the responsibility students actually take on for their own learning; the roles they play and those they encounter – for example, in their lecturers and their consultants. It relates to the issue of language and power outlined in Chapter 3. Students' development of a sense of ownership of their writing is an indication of their confidence and potential for success at university and acculturation into academe; learning the cognitive processes required for this acculturation (and possibly, unlearning previous useful learning strategies – *cf.* Hewlett, 1996) depend on the student's sense of responsibility and ownership of this task.

Generally, home language groupings *appear* to take on responsibility for their learning earlier – possibly due to their previous educational backgrounds or the fact that they already have control over the medium of writing (*cf.* Leibowitz, 2000). However, it is still subtler – responsibility is a preparedness – more than, but influenced by, confidence. It is only once the student takes responsibility (in other words, preparedness exists) that real learning happens. And inevitably, when students did not take on responsibility, development was not possible, (see profile of

[MHU:1]⁸⁶, for example).

Authority as a writer (*cf.* Clark & Ivanic, 1997) – an indication of confidence – is clearer in male groupings; this is possibly why there are fewer male clientele in the Writing Centre, and possibly why they are more demanding of time from and work by consultants. Women are generally less confident and more panicked, however, the female serial clientele at the Writing Centre are generally hard workers and consistent in following up on appointments and suggestions and ideas arising from the consultation.

An important aspect related to students' responsibility is that the purpose of writing in higher education needs to be realized by students (*cf.* Clark & Ivanic, 1997). It would therefore be interesting to note how they see their audience/marker and also how they see their consultant – viz. sharers, experts, judges, and the relationships of power that are evident.

There are numerous possibilities of profiles to present in this section. I have given examples here from each grouping, which would provide a representation of cases typical to that grouping. Where necessary, I have added notes in an overview of trends. Other profiles are available in endnotes. Interesting are the patterns of responsibility shifts – which relate to students' outside pressures or level of stress. There are occasional cases where the consultant 'talks down' to the student – establishing a power over the student; taking on the load of sorting out the student's errors for them. It is unlikely that the student will learn much in these stages and likely that the student naturally comes to expect the consultant to provide answers, solutions or corrections. Ideally, most cases would involve the consultant and student talking as equals; discussing issues on a level, but where the consultant may prompt the student with questions to clarify and to explore what the student is trying to say. These questions are asked, not because the consultant knows better or even because she knows the answers, but because she is listening and trying to understand the student and help them to clarify their meaning for themselves as well as their audience. Ideally, the student will come to take the lead, initiating discussions and ideas around their writing, and asking the consultant for guidance where they feel confused or in need of guidance. And hopefully, at some stage, they would feel able to proceed on their own in their writing.

7.3.1 Undergraduate Trends – Responsibility

Home Language

Often these female students⁸⁷ would discuss an assignment topic or draft and then make plans to return with a draft, and possibly further drafts. Only occasionally did they not pitch for these appointments.

Responsibility for one's own learning seems to come together with knowledge of the expectations or culture of academe, above control of the medium of learning; the female students in this group were generally independent workers,⁸⁸ but exceptions were those who were outsiders to academe.⁸⁹ I present two examples of workers initially acquainted with the academic culture and who seemed to cope as a result⁹⁰:

FHU:3 gave the Writing Centre a try early on. Having taken time off since school and feeling rusty, she came with questions for the consultant – to acquaint herself with the academic writing culture and learning culture.⁹¹ She worked independently and then returned with more questions to familiarise herself with the techniques,⁹² asking her consultant to check over an extract of her draft.⁹³ She was obviously able,⁹⁴ and knew what she wanted to tighten.⁹⁵ She was responsible but relied on her consultant's advice in cases where she was unaccustomed with the conventions,⁹⁶ aiming to develop full confidence, and carrying out her intentions to return. She asked for spot-checks from time to time,⁹⁷ bringing in part of drafts with questions, rather than full drafts. This student made fair use of Writing Centre at the beginning of her first year – she was easily capable and it can be assumed she quickly gained confidence in her academic management and abilities.

FHU:21 seemed merely to need someone to throw ideas out to – wanting affirmation that she was on the right track. She was an active participant in the learning process when she engaged with the consultant. It was evident early on that she was responsible and that she felt capable; she asked about issues on which she was unclear, such as around introductions and conclusions, or small parts of her readings.⁹⁸ In her second consultation she expressed the belief that Writing Centre visits would pay off, having done well in the assignment dealt with previously, and she continued to work together with her consultant,⁹⁹ who seemed to provide another view or opinion for her to consider and who did seem to go the extra mile for the student.¹⁰⁰ It is possible that at this stage, the student was not confident of working alone or could just have been using her consultant for company.¹⁰¹ She continued to consult with questions – both technical and of her consultant's opinion. She had her own views but was not fully confident with them, popping in for quick chats to check on her ideas. Invariably the consultant and student discussed content for her essays – which may be considered beyond Writing Centre work and more like a private tutorial,¹⁰² but they were both interested, collaborative partners; the Writing Centre was more than another information resource for the student.¹⁰³ Her consultant was involved with her work and ensured a flow of consultation with the next consultant when she was unable to meet with the student.¹⁰⁴ This pattern continued,¹⁰⁵ with the student claiming that she could not understand topics, but being quite capable of doing some of the exercises done in the consultation on her own.¹⁰⁶ However, she was an extremely conscientious worker, and although her patterns continued, there were more spacious gaps between her consultations through her second year and none in her third year. She is currently completing her Masters.

In comparison, the following two profiles are examples of female students from this grouping who were not well acquainted with the academic culture, and struggled as a result – with responsibility in their learning process – more so, *apparently*, than the content.¹⁰⁷

Although FHU:12 did graduate, I believe that she failed to benefit from the Writing Centre as a resource, due to her lack of responsibility throughout her undergraduate years and into her honours degree. She came early on in preparation for an assignment in her first year – keen to work with the Writing Centre and with her consultant’s help, drew up a schedule, but failed to pitch for subsequent appointments¹⁰⁸ – and this turned out to be a habit, frustrating in that the student took on bits of responsibility and showed great potential from time to time, seeming to gain from consultations and appearing keen but then appearing to be demotivated time and time again. It seems as if she felt that she should use the Writing Centre, but was not really committed (– possibly, the Writing Centre did not reach her expectations). On occasions, she came for a consultation because she felt lost, and the consultant provided some pointers, then the student would disappear for a while and pop up unexpectedly at a later date, wanting help at the last minute.¹⁰⁹ She would try for new beginnings, but revert quickly to her old habits.¹¹⁰ This pattern and apparent avoidance of maintained responsibility on the part of the student was frustrating for consultants and felt to be a waste of time for all.¹¹¹

FHU:11, a Nursing student was pressured, with 12-hour shifts whilst studying. Time management became a problem – she was not good at getting to consultations in time, or in adhering to the process approach in working with the Writing Centre. She first came asking for advice on approaching a topic – for which she was provided with some prompts and managed some creative flow.¹¹² Running late already at the second consultation, she asked for clarification on part of the assignment.¹¹³ She did manage to do some but not a lot of work on her own and in responding to her draft, her consultant explained that she needed to ‘own’ her work and relate to her readings.¹¹⁴ There was a gap before she reappeared, making a renewed effort, but struggling with focus.¹¹⁵ She was a stranger to academic culture,¹¹⁶ and her consultant worked with her on her focus in ensuing consultations, directing and encouraging the student.¹¹⁷ She struggled in connecting with her writing or readings, and progress was slow. Her attendance was erratic, yet her consultant took on more, offering consultations at her home (due to the student’s problems with shift work), but she failed to pitch at these appointments and her consultant started to shed responsibility.¹¹⁸ It became clear that the relationship was not working – the consultant felt the student was coming to abuse it and had no respect for roles and responsibilities.¹¹⁹ And the consultant lost a sense of her responsibility (understandably),¹²⁰ feeling that the student needed to take on more.¹²¹ [She did graduate and went on to register for an honours degree at another institution and requested to consult privately – which her consultant felt unable to do].

On the other hand, no typicalities stand out in the group of male, home language undergraduates.¹²² These students seem atypical of their group in the very fact that they attend the Writing Centre – and this is possibly related to the fact that generally this group may be more ‘tuned in’ to the academic culture (or it to them), with its requirements of objectivity and rationality. (See section 7.5: ‘Affect’ for further discussion on this).

Second Language

Again, the success stories are those where the student has taken responsibility for their learning, making conscious efforts, with close mentoring or guidance from the consultant. It is possible that there may be differences between Afrikaans second language students and African second language students – and possibly related to class, but this will be discussed later (see section 7.5: ‘Affect’ for further elaboration). In fact, there was only one Afrikaans speaking male student in this sample and his issues were probably exceptional – those of severe anxiety and possibly diagnosable as panic disorder. He is now doing a Masters in Clinical Psychology and still assures

that the Writing Centre ‘got him there’!¹²³

General trends with students in this sample grouping is that when they are passive, their development is slow or minimal, however, when they take on responsibility for their learning, progress is possible. Usually their habits are evident from the start.¹²⁴ Profiles here can be divided into a number of types – more clearly delineable amongst the females. There are those students who are able and working.¹²⁵ And there are a number of students who are passive and shy at first, but eventually take off, for example,

FSU:6 brought readings and topics for interpretations and tutoring throughout the first year of consultations, being very dependant on her consultant and showing no responsibility for her own learning.¹²⁶ At the end of her first year she just managed to pass. At the beginning of her second year she started to take things more seriously – she seemed to have some realization of the potential of her own role and approached her consultant after a lecture and explained that she wanted to make an effort – which she did.¹²⁷ The beginning pattern was with the consultant encouraging the student to do some drafting and the student merely wanting topics and readings interpreted, appearing to want help without making any efforts of her own. The consultant did note sometimes that the set tasks were difficult for such students.¹²⁸ She encouraged small steps,¹²⁹ and they worked closely together, with much modelling of approaches¹³⁰ and some tutoring¹³¹ by the consultant. At last there was some understanding,¹³² but it was a slow process.¹³³ And then evidence of development started to manifest in terms of independent reading and understanding of her content.¹³⁴ The pattern continued,¹³⁵ but issues began to lessen, and it became more a matter of the student consulting for the purpose of anxiety reduction or to check up on small issues and over the three years, she blossomed.¹³⁶

There are those students who remain passive throughout, and who do not seem to know how to take responsibility themselves, for example,¹³⁷

FSU:12 appeared almost helpless. She had plagiarized, and appeared ‘blank’ at the consultations. Her consultant was concerned, and discussed the client with her colleagues.¹³⁸ The student seemed to have little respect for her own work,¹³⁹ and was generally unresponsive.¹⁴⁰ At one stage, there was a break – a discussion occurred between the consultant and the student,¹⁴¹ after which the student left a long draft for the consultant who worked at it – including written feedback for the student. However, it appeared to be a hopeless case, as the student remained unresponsive.¹⁴² She did not come in again.

MSU:23 showed enthusiasm at first, but his responsibility waned – possibly due to his lack of academic preparedness and consequent inability to cope. He brought in a draft early on,¹⁴³ but soon ran into time management difficulties.¹⁴⁴ He came in for help in unpacking his tasks,¹⁴⁵ and explanations of terms, neglecting to do readings and seeming helpless, *Asked me to explain the difference between 'prejudice' and 'discrimination'. Did not know who Margaret Thatcher is and needed her quote explained. Can not find Psychological theories. (Has not done the reading on theories - has not got the book and does not know how to get them. What are 'practical examples'? I suggested he ask friends, Boris, the department. He said he did not know their number. ...Will try to get hold of readings tonight and reconsult at 8am tomorrow {Para 54}. Came in late today - after asking me to come in at 8am and not pitching! {Para 69}.* The consultant and student drew up a plan of action and the student intended to return with a draft, failed to do so,¹⁴⁶ rendering the consultant feeling helpless.¹⁴⁷ Eventually, he did not return.

There are cases where there is some development, but it is not maintained,¹⁴⁸ and there are cases where actual development as a result of Writing Centre interactions is in doubt, for example, due to scant attendance and misuse of the Writing Centre’s service.¹⁴⁹ And some students simply came to the Writing Centre too late.¹⁵⁰

It is interesting to note that the profiles of the males all seem to be shorter than those of the females!¹⁵¹ My impression is that often, male students in this group have great expectations of the consultant doing their work for them.¹⁵²

Foreign Language

In a sample with only two students, I cannot realistically talk of ‘trends’ of the male group. However, I feel that it is worth mentioning some of the experiences of these two students, nevertheless. With [MFU:1], (MFU: male, foreign language, undergraduates) there was a movement from incomprehensible to good writing. His language difficulties caused him major distress in his writing, although he understood concepts orally. As a result, he had a huge time management problem. He came to the Writing Centre as a legitimate place and after much anger and frustration, yet perseverance, managed a change in attitude and a growth in respect. This was a long and intensive collaboration and his profile is lengthy but shows a nice developmental pathway, ending in feelings of success on both sides.¹⁵³ Only whilst [MFU:2] took on responsibility, did his writing show development.¹⁵⁴

The female students tended to be very reliant on their consultants. However, although development was extremely slow, it was streamlined. There were six students in this group of females, speaking English as a foreign language: One European student, [FFU:1] who did not manage at first but was doing so by the end,¹⁵⁵ an African student, [FFU:3] who tried from the beginning, she approached her lecturers easily and often – in other words, she was fairly confident and took the initiative. She did develop through practice, although there were some backslides,¹⁵⁶ and four Asian students – who were markedly more dependant on consultants – certainly in the early phases of their collaborations: [FFU:2] – who was passive, but made efforts and took responsibility,¹⁵⁷ [FFU:5] – who was highly dependant at first and desperate and demanding. There was a gradual growth in independence – but through much anger (on both sides). She did not come in her third year, but did graduate,¹⁵⁸ [FFU:6] – who was dependant and felt unable to write, but, with some encouragement from Writing Centre staff, did manage to move on from this position,¹⁵⁹ and [FFU:4], who was also desperate and demanding and dependant, but not without initiative (often involving Writing Centre staff). Her journey was slow, intense and tiring, but it seems that the Writing Centre did help her. She was a frequent visitor in her first year, came less and less through her second and third

years, and did graduate. Interesting here also are the difficult lines of responsibility for consultants – sometimes it is simply easier to do the work for students and requires great discipline and patience in rather showing the student how, or persuading her to do her own work.

She first came having failed an assignment and been given the chance to rewrite it. She quickly became a habitual visitor, often marking in multiple appointments herself for the week. Although she made attempts at understanding her readings and poems, with the use of an electronic dictionary, she expected greatly of whichever consultant she saw, and many poems were explained line by line by one of the consultants.¹⁶⁰ She did, however, follow advice that was given to her by consultants,¹⁶¹ but tended to plagiarize as well. One particular consultant was painstakingly helpful – in explaining the imagery used in the poems that the student had to analyze, and naturally, the student wanted more of her time with following poems. On occasions, consultants found themselves imposing their own views or just doing analyses themselves because it was easier than explaining to the student. She continued in her patterns of constant help seeking, and consultants began to feel over-used.¹⁶² Although she was working hard herself, her progress was understandably slow and she was often running late – and it was difficult sometimes for consultants to feel sympathetic.¹⁶³ They took turns amongst themselves to take the student, who became more demanding as the year pressured on.¹⁶⁴ It seems that all role-players got into bad habits here. One new consultant changed the strategy, insisting that the student talk about her ideas and do the analysis, but this did not appear to have much effect.¹⁶⁵ However, at last there was definite development in terms of her having worked on her own,¹⁶⁶ and it was maintained¹⁶⁷ – here, it is possible that she had some insight, and her consultant put further responsibility onto her. After further consulting, the student actually came to manage what the consultants used to do for her,¹⁶⁸ and she passed at the end of the year.¹⁶⁹ The following year, she did the beginning bits herself.¹⁷⁰ Her use pattern tapered off during her second year and was down to very occasional visits in her final year of graduation.

7.3.2 Postgraduate Trends – Responsibility

Home Language

The male students (MHP: male, home language, postgraduates) tended to leave large amounts for their consultants to read. They seemed to have a very functional approach to the Writing Centre service; arriving, getting what they wanted in terms of advice for improving their drafts, and departing. Most consultations were student directed – they knew what they wanted out of the consultation – in other words, in these consultations, the student was in control, although there were finer issues of responsibility that were dealt with, such as ones relating to referencing with [MHP:1]. This student took responsibility – under his consultant's guidance, and development was perceptible.¹⁷¹ [MHP:2] benefited hugely from the large amount of work and responsibility from his consultant – whilst working hard himself.¹⁷² [MHP:3] took on only as much responsibility as he really needed – usually rushed, it is unlikely that much happened in terms of development.¹⁷³ [MHP:4] did what he could but was fairly burdened by his work pressures and movements – he certainly benefited from his consultant's hard work, but did not manage to complete his studies.¹⁷⁴

Responsibility and reliance on consultants varies with female students (FHP:

female, home language, postgraduates) in this group,¹⁷⁵ with some taking on responsibility gradually – involving a fair amount of dependency on the consultant and occasional *décalage*.¹⁷⁶ And others not taking on responsibility – trying to get work done for them or not seeming to recognize responsible needs and not heeding requests or advice from consultants.¹⁷⁷ There are often battles over dependency on consultants,¹⁷⁸ and some students seemed somewhat blind to the lines of responsibility;

FHP:10. An untidy thinker and planner, consultations were long intense, with lots of debating on content and ideas, but she was generally aware of her need to improve her technique/style and dependant on her consultant for guidance and containment. She had been out of the academic system for some time and was now back ‘with a jolt’.¹⁷⁹ She did engage with her content, and questioned her consultant on her opinion of her drafts, always requesting her to be ‘honest and critical and positive!’ Typical of her habits in first drafts were: *[S]ays she has read and read and nothing went in. So she read and wrote and read and wrote... and got 30 pages! Reread and reread and diagramed and diagramed and lots... Got an idea for an argument. Nice introduction - she feels. She thinks it flows with a nice clear argument and then horrible bit - feels essay falls apart - does not know how to put them all into one bag. IT IS VERY LONG! {Para 76}*. Her redrafts were progressions on previous ones, and she would incorporate issues she considered valid from the consultative discussion in them. Proofreading of her writing was always needed – as it was uncontained, there were many errors – typing, grammatical, slang, and referencing. She was quite capable of picking these out, but her consultant often had to remind her.¹⁸⁰ This student asked for a lot of time and usually would not bring her drafts beforehand; she said she preferred for her consultant to go through the draft in front of her (at one stage commenting that then she knows it has been read!). She began to point out the awkward sections that she really wanted help with – but still expected her consultant to look at the rest.¹⁸¹ And the patterns continued.¹⁸² Development seemed to occur, slowly,¹⁸³ She did absorb her learnings, but her untidy habits were maintained.¹⁸⁴

There were some cases where the consultant provided more structured support,

FHP:15 broke down in her first consultation, to which she brought a draft of one of her papers. She had had a number of problems with staff in her department and delays in feedback from her supervisor.¹⁸⁵ At the next consultation a working arrangement was set up – with her agreeing to consult through the drafting process. Her consultant drew out her battered confidence by talking through the student’s ideas in her papers and her difficulties in her department.¹⁸⁶ Whilst the consultant gave responsibility to the student, she remained present as a support,¹⁸⁷ and this became the pattern.¹⁸⁸ As the student’s supervisory difficulties come to a head, the consultant helped in planning her approach – for example, to formulate questions for him when she was finally granted an appointment.¹⁸⁹ The student was further upset by her supervisor and the consultant, horrified at her treatment, urged her to take action.¹⁹⁰ She did stand up for herself and the situation was sorted out.¹⁹¹ Two continued to work on a further essay together. Later on, when the student was working in the department, she approached the consultant to help her with her own students.

There were also cases where the consultant took on much responsibility in a hard-working phase with students – usually with students consulting only at the end of their theses – and sustained development was probably not likely.

FHP:21. Early on, the consultant availed herself after hours and at her home, where most of the consultations took place for this part time student and single mother in the last throes of her major technical report. For the first consultation, the student e-mailed her draft, highlighting the sections she wanted her consultant to focus on, and at the consultation she gave the consultant an outline of her difficulties.¹⁹² She continued to e-mail her drafts and the consultant to respond to them in discussions. At times, the relationship felt lop-sided, when the student appeared to be doing very little of the work,¹⁹³ and the consultant stopped herself from taking on too much responsibility.¹⁹⁴ She prompted for the student to consider her audience,¹⁹⁵ who came to use these suggestions and also to write in many

questions through her drafts.¹⁹⁶ There was also a slight clash with her supervisor's views (and her own),¹⁹⁷ and at one stage she pointed out departmental acceptance of her style which her consultant was having issues with.¹⁹⁸ The consultant noted that she was tending to edit at one stage.¹⁹⁹ The student was very grateful by the end and there did seem to have been some development,²⁰⁰ however, there is no way of knowing how much of this development would be maintained or could be transferred to other tasks – as this set of consultations was intense and short-term, in the latter stages of one major report.

Second Language

Again, there is a notable difference here between ESL African language and Afrikaans students in terms of responsibility for their learning. With African language students being more likely in a viscous cycle of low confidence and difficulties with time management and their preparedness for responsibility being affected by their fragile egos.²⁰¹

FSP:2 (a Law student), had no experience in essay writing. She first brought feedback on a marked essay – where it was evident that she did have her own opinions, but they were not clearly visible. Her consultant advised and encouraged a process approach.²⁰² In consultations, the consultant found that she needed to interpret legal discourse and Latin for the student.²⁰³ At one stage, the student had managed one section on her own, and seemed to be gaining confidence in her writing. Although she did approach her tutor for explanations, she found those of the consultant's more clear.²⁰⁴ And she develops further, with the collaboration becoming more independent work.²⁰⁵ By the end of the term, the student was grateful for her consultant's help.²⁰⁶ However, her confidence took a severe knock when she failed her tests, and her consultant counselled her.²⁰⁷ The student slipped back,²⁰⁸ her poor time management persisted,²⁰⁹ and her writing deteriorated with pressure.²¹⁰ Eventually she stopped visiting the Writing Centre.

And Afrikaans speakers being quicker to take on responsibility,

FSP:15. first left a draft for the consultant – to give her an idea of her writing. She came in early to work on her perceived difficulties.²¹¹ She was academically intimidated and low in confidence.²¹² Her consultant consoled her and urged her to get down to writing an assignment. The student felt much better once she had written something; *How are you feeling? "At least I can write!"*²¹³ The pattern was a simple one of a build up of the student's confidence. She was not very demanding on her consultant – just 'checking in', sometimes with queries arising through her writing, and written as notes in her margins. Gradually she became more confident and independent. (Her main worries were around referencing – due to the fear of plagiarism accusations!).²¹⁴ She passed the year with a distinction.

(Examples of further profiles are contained in the endnotes²¹⁵).

Many of the female students (FSP: female, second language, postgraduates) were prepared to take on responsibility but in need of much guidance through the process and thus dependant on consultants (especially the African language females) – making regular visits and requiring lots of time and sometimes very hard work, although there were many rewards.²¹⁶ Consultants took on much supervisory responsibility, with both male and female students. Sometimes the female students simply seemed to prefer to approach the consultant rather than their supervisor over their theses – often causing discomfort in the consultant.²¹⁷

The responsibility the consultant took on in some cases with female students (for example, FSP:11 and FSP:12) was vast, albeit crucial – perhaps worth it for the

student in that it helped her to get through and she should have learnt a good deal, but this was at a fair cost to the institution. The role of the consultant was primarily that of translator, and mediator of supervisor's feedback. It would be interesting to establish what the expectations of all concerned here were.

Consultants took on a lot with male students as well²¹⁸ – but this was determined by the students' efforts, although sometimes, individual students could become over-demanding. (MSP: male, second language, postgraduates). At times consultants resorted to editing, for example, in the case of [MSP:5], but this should not happen. It is certainly a problem when students bring in a draft just before it is due in, expecting their writing to be fixed; little learning can be expected to take place in these cases.²¹⁹ And responsibility is sometimes questionable and difficult to deal with, when complicated by other problems that emerge,²²⁰ and also when supervisors have specific demands of the consultant and of what she should not do, for example,

MSP:6's supervisor wanted the consultant to improve his language. The consultant agreed to work with him, but stated her boundaries.²²¹ The student brought a draft for her to assess his issues whilst he was in town. She found that his language was fine, the student wanted her to edit his work, and the supervisor wanted feedback from her.²²² On the next draft reading, the consultant picked out issues more than language.²²³ And she suspected that the student had plagiarized parts. She deals with what she was able, but felt irked that both the student and his supervisor were expecting her to edit only, especially as she could see further needs in the development of his writing.²²⁴ She gave him input on his content,²²⁵ but his supervisor was adamant that all she wanted was for the consultant to edit. The student became caught in the middle and the consultant negotiated with him over how they would work.²²⁶ Patterns continued; the consultant still had inklings of plagiarism,²²⁷ and felt generally awkward about the role in which she found herself.²²⁸ Consultations were run after-hours at her home, due to the student's difficulties with times. The consultant and supervisor's advice clashed.²²⁹ The consultant was repeatedly frustrated,²³⁰ and there appeared to be little developmental gain in the student's learning.²³¹ She continued to comment on his issues,²³² and relate to his content,²³³ and feel cornered by the situation.²³⁴ He does appear to rely on her input beyond and as well as language, however.²³⁵ He returned later with a proposal for his Ph.D. – and a new supervisor. They worked on this together,²³⁶ and there is a shuffling of responsibilities,²³⁷ now the consultant and supervisors' advice concur and it is easier to work together.²³⁸

Foreign Language

Generally, male students in this group were very dependant on their consultants.²³⁹ (MFP: male, foreign language, postgraduate). Students did take responsibility for their own learning, although they required much support from consultants. As major issues were (foreign) language related, despite consultants' support, students would not have managed without taking on responsibility (and possibly, consultants would not have put in as much work). The consultants were motivated by students' efforts in most cases. All students initially came for language help, but, in fact, the interventions led to more holistic writing consultations, for example,²⁴⁰

MFP:1 was struggling with English, and came to the Writing Centre hoping for English lessons. His consultant could not take this on, but advised that they try consultations around his writing.²⁴¹ She had been asked to do some private editing, but, in fact, it would not have been possible to ‘edit’ without his presence, as she was unsure of what he wanted to say.²⁴² She preferred to go through her responses and ‘corrections’ with him, and they agreed to her working on it herself first, amounting to a lot of work for her.²⁴³ He was, however, keen to learn for himself how to improve his language in his writing, but there were other problems in writing, which they needed to work through.²⁴⁴ The student consequently made time for the whole drafting process,²⁴⁵ which provided space for his learning through the process! In the process, they built up an easy working relationship – establishing a code between them.²⁴⁶ She explained all corrections to him throughout.²⁴⁷ Their working relationship continued on-line, when he returned to Germany. Although the consultant took on a lot of responsibility in this relationship,²⁴⁸ it is important to note that he did put effort into his work – so it was not one-sided, and his effort spurred the consultant on to help him.²⁴⁹

Although the female students worked, they did not always seem to take on responsibility for their own learning – often seeming to regard the Writing Centre as a service provided for completion of their work rather than helping them to master it; they were over-reliant on their consultants, often seeming to hope for their drafts to simply be fixed by consultants and not to absorb much learning, due, most probably, to their time pressures. This often amounts to extra responsibility on the consultant²⁵⁰ and sometimes confusion of responsibility.²⁵¹

7.4 Feedback

It seems important at this stage to touch briefly on the feedback students have received. The node ‘Feedback’ refers to responses reported by students from their lecturers or teaching staff, as well as other comments they may make on effects of or feelings about their interactions or liaisons with the Writing Centre.

Feedback is one means by which the student can assess the success of their efforts at fitting into and ‘reading’ the academic culture and the specific discourses that they aspire to join. It is a means of the acculturated (marker-)reader making the culture visible, and a guide for the student-intern to reach the academic world. Students can judge whether they have managed to communicate adequately their meaning-making process and the acceptability of the meaning they have made and communicated. And the feedback on this will determine the construction of their writing identities. Provision of feedback can open the possibility for a narrowing of the hierarchy of power – making room for acquaintance between the initiate and the expert. An absence of feedback can serve to maintain the power hierarchy – keeping the distance between the two and ensuring the continued strangeness of the academic world or culture to the student.

Whilst it would be superfluous to categorize feedback received into the groupings I

have made here, as its producers are not the students but their markers, responses to or acceptance of this feedback may yield patterns according to such groupings, and thus some brief points along these lines are contained here.

Generally, females chat more about feedback they have received than males do. There was very little engagement over feedback with foreign language students.

7.4.1 Undergraduate Trends – Feedback

Home Language

With the females, this mostly took the form of students coming in to report back to consultants on doing well (above 70%) on the assignments they consulted over in the Writing Centre. A couple of them mentioned the usefulness they felt the Writing Centre to have been. Male students did not really discuss their feedback with the consultants, but occasionally reported back on marks or commentaries. Consultants occasionally referred to these in the advice they gave.²⁵²

Three female students reported that they did not understand their results or were upset by feedback they had received from their teaching staff, for example,

*The feedback consisted of a circled grid, and the lecturer had not engaged with her ideas at all. There were very few written comments at all. The student had experienced a great sense of 'let down' as she had been so interested in the topic, had taken some risks in thinking beyond the level of the readings she had done, and she really wanted to speak to an 'expert' and get some informed comment about specific observations she had made.*²⁵³ {FHU:23: Para 50}.

Two were upset with their marks and returned to the Writing Centre because they wanted to improve them, and two female students had been advised by their markers in their feedback to come to the Writing Centre. A couple of females found their feedback on assignments or input from their lecturers to be obscure.²⁵⁴ And four females reported that their lecturers or tutors had given useful feedback on the content of their drafts, or that they had obtained help from their departments in the process of their assignment preparation.²⁵⁵ One student did not know her results and in one case, the lecturer reported on the student's development to the consultant.²⁵⁶

Second Language

There were not any notable differences between genders in this grouping in terms of feedback. There were a lot of reports from students of useful or encouraging feedback from teaching staff on their assignments, and many of these students reported that they had received a good mark (above 65%) on a task worked on in the Writing Centre.²⁵⁷ Five female students who had been before, returned to the Writing Centre

due to poor marks and wanting to do better,²⁵⁸ and four male students came to the Writing Centre for the first time due to poor marks. In a number of cases, lecturers advised students to come to the Writing Centre in their feedback,²⁵⁹ and liaised with the consultants when the student did so. Four female students told the consultant that they did not understand their feedback,²⁶⁰ and there were two cases where male students did not understand their feedback – but these seem to have been with perfectionist students who were doing well but wanted to do even better.²⁶¹ There were five cases where female students were upset due to late, or badly timed feedback,

Then they hadn't got their draft back from [L] - as promised - and couldn't get hold of her - and were frustrated and tired. {FSU:1: Para 111}.
Says it is not nice having questions discussed in tutorials after submission - and before getting the essay back. {FSU:7: Para 101}.

Three females claimed that they were not happy with their mark,²⁶² and seven students (three females and four males) were unhappy due to poor or lacking feedback.²⁶³ There was one case where the consultant reported that she did not agree with the mark given to the student.²⁶⁴

Foreign Language

There was not much reported on feedback in consultations here. One student tape-recorded her consultations – as well as verbal feedback from her lecturer, which she played to the consultant for discussion.²⁶⁵ Generally, feedback reported on by the male students was when they were doing well,²⁶⁶ and occasionally there was favourable commentary from the lecturer on the student's language.²⁶⁷ Although there were times when [MFU:1] fell down in the process.²⁶⁸

7.4.2 Postgraduate Trends – Feedback

Home Language

The group of male, home language postgraduates is the only group in which there are records of students seeking out feedback from others on their writing (five reported cases).²⁶⁹ Confidence gleaned from feedback is important, and it seems that this group is much more able to elicit feedback from different people and use it all in combination with Writing Centre consultations. Some of these students did report that they had received useful feedback from their supervisors on their drafts (six reported cases). On occasions, supervisors and consultants complied in the advice they gave the students (four recorded cases).²⁷⁰ There were a few instances of male students

awaiting feedback (four recorded cases), which naturally, had negative effects on their performances.²⁷¹

It seemed that he wasn't getting much support or co-operation from his supervisor, which probably accounted in no small measure for his deteriorating performance in writing first drafts of chapters. {MHP:2: Para 237}.

He was having trouble in getting his mentor in the Department ...to return the draft of the questionnaire that was to be his research instrument. He had planned to send it to schools all over the country but, as time was running out, he felt that he might have to curtail the scope of the survey. We discussed this and decided that he should also include interviews with service providers, and with a representative of the [XXX], surveying just a few [examples], carefully selected as typical of those serving various sectors of the population. {MHP:4: Para 94}.

On two occasions, students did not get satisfactory feedback from their supervisors.

More serious was the fact that he was obviously not up to date with education in South Africa, having used terms such as JC, Model C school etc, now disused (the former many years ago!) I tactfully drew his attention to these errors, and was very surprised that his mentor had failed to notice. {MHP:4: Para 106}.

There were ten recorded cases of female students reporting good marks (above 75%).²⁷² Other reports from females were where students had received helpful (nine reported cases) or encouraging (six reported cases) feedback on their drafts from the lecturer.²⁷³ However, poor (eight reported cases) and often late (five reported cases) feedback on drafts from lecturers was almost as prominent.²⁷⁴

[S] also brought in 2 marked essays: She had been given 59% for [L's] paper ...Interesting in terms of feedback here - the essay itself was full of ticks with not one comment! For her ...assignment she had been given 70% with the brief comment that it was clear but not enough critical analysis of the research. - Does one do this in a research proposal? {FHP:6: Para 113}. *She still had received no written feedback from her supervisor about either (a) her proposal, or (b) her first draft. {FHP:15: Para 59}.* *Four days before the final due date for her essay, the student was finally able to speak to her supervisor about the project. I spent about fifteen minutes with the student working out some questions which she should ask the supervisor. I suggested that she should demand some written feedback on her draft, as she had handed it in at least three months previously. She was upset at this stage because he had asked her to reprint the draft for him, having lost the original copy. However, she was even more upset after having spoken to him. He appeared to have changed his mind subsequent to giving her proposal his go-ahead at some point in November of the previous year, and suggested that she should redefine her proposal and focus on feminist issues only. He followed up this surprising suggestion by stating rather acidly that he did not feel that the feminist approach was a valid theoretical approach. {Para 75}.*

A number of these students came to the Writing Centre due to poor marks (seven reported cases) – sometimes after having worked on the piece with a consultant – but not always having heeded her advice, and sometimes after having been advised to do so in the feedback they had received.²⁷⁵ In terms of issues highlighted in feedback to female students on drafts or marked assignments, problems indicated were with critical analysis or an argument that was lacking (eleven cases),²⁷⁶ style (seven cases),²⁷⁷ content, focus or linking to theory (six cases),²⁷⁸ clarification (three cases), structure (three cases), grammar (two cases) and referencing (two cases).²⁷⁹

Second Language

A lot of the consultative relationships with the female students evolved into close mentoring relationships – often with the consultant doing a good deal of the supervisory work. When liaison between the consultant and the supervisor happened (in five cases in this grouping), it always proved advantageous to the student. There were eleven recorded instances of consultants or students feeling that the supervision was poor; these have been spoken about in the ‘Affect’ section.

Talk to [sup]. - Difficult because he just says 'Fix this' - go and do it. - Not show her how and [S] is too afraid to ask. ...I feel strongly that this is [sup's] work!!! {FSP:5: Para 246}. I fully agree with Cathy that she is in need of much more support from her supervisor {Para 299}. I wish [sup] could see this! - and help out - apparently he'll be back next week. I suggested she put together a list of questions for [sup] - as a check list - and to check my suggestions against. I'm worried about giving her advice contrary to his designs. {Para 378}. Has worked on my suggestions. Finds [sup] is very hard to pin down {Para 462}. I think we need to hear [sup's] impressions and also to move on to another section now. {Para 470}. [sup] wants a full draft before he reads it! {Para 478}. I advised her to keep bugging [sup]. She says that she sits waiting in his office every day! He said she must give him a full draft. I suggested she do this with what she has and we carry on working on it. She said that she gave him one in November and it came back clean! {Para 510}.

There were also many instances where the consultant had advised contact with the supervisor. Often, with female, second language postgraduate students, contact with supervisors seemed to be lacking. It is important to note, however, that this lack of contact could be due to the student's avoidance of the supervisor, (especially if they were male), as well as the supervisor's elusiveness. However, there were a few supervisory problems due, it seems, to differences in interests of the student and supervisor and perceived purposes of the supervisor, or to supervisory staff going on leave.²⁸⁰ A number of students struggled with poor or ambiguous feedback – where they had not understood it (eight reported cases),²⁸¹ and some were distressed over late feedback.²⁸² Often, these students came to talk about poor results or negative feedback (thirteen reported cases),²⁸³

She then took the wind out of [S] 's sails completely by telling her that, while she might well pass Honours, she must not consider going on to Master's, as this would definitely be beyond her capabilities. ...Tried to be supportive and encouraging, as she was distressed by supervisor's comments on her abilities {FSP:11: Para 376}.
In beginning, supervisor wanted her to bring it here before showing it to him. She told him how we did work, He was surprised. {FSP:23: Para 114}.

Female students also brought supervisors' constructive feedback to work with in the consultation (nine recorded cases). And there were a great many who achieved a good mark or positive feedback after working with the Writing Centre (sixteen recorded cases).²⁸⁴

she subsequently came in specially to tell me that she had received favourable comment from the lecturer, especially on the structuring of the work. She was delighted about this and is now a committed 'fan' of the Writing Centre. {FSP:2: Para 44}.

Writing hugely improved! Nice flow - well done! Integration of tables is good. Well written, well introduced, well concluded. Link and flow!!! Has [sup] seen it yet? What has he said? ...[sup] says it's improving. [S] feels afraid of trusting the praise that has come her way! {FSP:5: Para 388}. [sup] finally looked at her draft and was very pleased with her work. She told him she had been working with me. He suggested she convert to a PhD! And said she and I must work on a proposal! {FSP:5: Para 521}.

[L] told me that he has noted some improvement in [S's] contributions to tutorial discussions! He thinks she is 'seeing the light'. {FSP:19: Para 118}.

There were generally few complaints with regards to feedback amongst the males, these students seemed to manage to work with supervisors and consultants and integrate advice from both of them.²⁸⁵ Thus, there were a fair number of comments indicating constructive feedback from supervisors (fifteen recorded instances), and with supervisors aware and pleased that the students were consulting the Writing Centre.²⁸⁶ Often, the advice from supervisors and consultants complimented each other. There were only a couple of reported cases where feedback appeared to be lacking from supervisors,²⁸⁷ and where feedback from supervisors was mainly to do with language (three recorded instances).²⁸⁸

Foreign Language

There was not much information yielded on feedback from female students, due to either last minute consultations or stunted appointments or fewer dealings with actual writing. (However, see also Section 7.11, 'Networking').²⁸⁹ Generally with male students, supervisors' feedback tended to be around language – with them simply pointing out errors or correcting it themselves.²⁹⁰ There was one good case of a supervisor liaising with the consultant.²⁹¹ One student reported good marks (above 65%) for tasks worked on in the Writing Centre.²⁹²

7.5 Affect

I would now like to look at issues of affect impacting on or from students' writing. The 'Affect' node refers to comments in the consultation reports on affectual issues or emotional manifestations in the consultations or student's writing. In explaining trends within this node, I will draw trends within each of the three language groups based on the types of comments made in terms of these affectual issues. Generally, comments fall into the following themes: the student's affectual patterns, the student's emotional processes and related factors or influences thereon, the student's

perceptions of their needs and use of the Writing Centre, the relationship between the consultant and the student – including the consultant's feelings and reflections on the student, the consultant's reflections on their strategies, the student's development in terms of affectual issues and issues such as the consultant's reflections on the topic.

There are affectual patterns related to language and culture – generally home language students' affectual issues relate to their lack of confidence in their academic abilities and what they perceive to be expected of them, whilst second language students seem to struggle mostly with confidence issues relating certainly to their language difficulties, but also to the strangeness of the academic world and its practices and a perceived lack of knowledge of what is expected of them. The low confidence is more noticeable with the women; males here seem on the whole to struggle with commitment (in following up on appointments and assignments). Foreign language students on the whole, battle through feelings of frustration – due primarily to language difficulties, but cultural differences in some cases appear to affect consultations and possibly experiences outside the Writing Centre. Within all three language groupings, there are, however, major differences in affectual issues between the genders.

Generally, reports on consultations with males yield much fewer affectual issues than with females. On average, males demand more time of their consultants than females in all groupings across languages and degree levels. Yet the time is spent on draft readings by consultants, the tasks at hand, the content, structure and language of their assignments and how to improve upon these, rather than extensive chitchat, emotional discussions or elaborations on the emotional side of difficulties they are experiencing – common in consultations with females. Due to the large gender diversities in this node, I present them in separate subsections here, within those of language.

7.5.1 Undergraduate Trends – Affect

Home Language – Female

Feeling panicky. Hasn't got a draft together. Didn't expect so much reading. Isn't sure of how to write her introduction. Concerned about what style to write in. Her ideas sound fine - she just needs to get going. - I think she'll manage {FHU:1: Para 391}.

In the FHU (female, home language, undergraduate) grouping, there is a range of profiles, but each has a notable pattern or cycle – somehow involving a struggle, some learning, improvement or development and a return back to struggle, again, evolving

into development. For example, [FHU:1], a hard worker, had a repeated pattern of coming (often in a panic) with topics,²⁹³ getting ideas, adding these to her own and taking off, feeling able to proceed with her essay. [FHU:2] was another hard worker, but fell into an odd cycle where she became confused when discussing with peers or tutors and came to the Writing Centre, where she appeared to get clarity – and this pattern repeated itself. The pattern of [FHU:9] – repeated over three years of coming to the Writing Centre, was as follows: Her consultant notes her development,²⁹⁴ then the student regresses due to time pressure,²⁹⁵ and her consultant is disappointed.²⁹⁶ The cycle begins again when the student is refreshed, and produces good work, yet slides back to where the student is dependant and almost passive in a time of crisis²⁹⁷ – accompanied by further disappointment and concern.²⁹⁸ [FHU:12] first consulted over her problem with time management in her first year, and together with her consultant made an attempt at working towards addressing this issue, however, early on, her consultant notes that this was not satisfactory.²⁹⁹ The student visits again a short time later, in a rather scatty state – bringing a scant draft, arriving late and forgetting the topic. The student returns, and some time later, after a series of broken arrangements, which the consultant confronts her over, to little avail – with the student seeming to have little respect for the Writing Centre (and for herself).³⁰⁰ She gets a reputation for herself amongst the consultants,³⁰¹ and persists in her patterns of not pitching for her appointments through the year, and then into the following year, where the consultant urges a new leaf.³⁰² The consultant and student manage to do some work together, but the new habit does not last long.³⁰³ The consultant rues that this last minute stuff is useless – it is simply extra work for her and provides no development for the student – a pity because the consultant believes that this student is capable.³⁰⁴

Students' panics here tended to be due to knowledge of what is expected and feelings of incapacity in terms of these expectations.³⁰⁵ There were some severe cases of panic manifesting in writing issues, which turned out to be due to external factors, such as work pressure or personal traumas such as death, rape or accidents.³⁰⁶ Student's affectual motivations for their visits were usually related to the need for affirmation or the need for quick confidence boosts – often being openly expressed,³⁰⁷ or clearly understood.³⁰⁸ Otherwise, once her needs *were* clearly understood – after exploration alongside the consultant, the student was usually relieved; [FHU:6] seemed to feel better when she could label her issues in a way that made sense to her;

As we discussed further, she came to the conclusion that the issue was one of register/audience - she expected the marker to know what she was talking about and so didn't bother too much with the detail. This insight certainly made her feel happier {Para 82}.

The consultant could act as an emotional sounding board where the student's feelings and ideas are affirmed.³⁰⁹ Development in students' confidences was usually easily accessed after a short period of collaboration with Writing Centre consultants – often drawing enthusiasm for the Writing Centre.³¹⁰ One student, in the process of attempting to change her habits, reported that it was just nice having someone to answer to.³¹¹ In one case, it seemed that the consultant was part of her student's psychological convalescence/recuperation after tragedy and illness.³¹² Consultants could also act as subject guidance advisors.³¹³

There are also comments where the consultant reflects on how the student's emotional state – particularly confidence, would reflect in her writing – as in the case of [FHU:8], where the consultant observes how her student gives over authority – through technical errors in referencing:

I think her main problem is that she undermines herself in terms of her referencing - she gives a wonderful analysis of her case study which is informed by her readings - but she attributes her own ideas/insights on her case study to other authors - rather than saying that her case illustrates their theories in such and such a way or that her observations support their theories. e.g. 'Beth [her interviewee] went through... (Bowlby, 1992).' {Para 26}.

In terms of the consultant's feelings, it was often easy for them to enjoy their work with the students as these students were usually quick to show signs of development,³¹⁴ and interesting discussions over the content were possible.³¹⁵ There are a number of comments on the consultants' reflections on and struggles with their strategies – ranging from indications of on-the-spot strategy decisions, due to lack of knowledge of the student's problems,³¹⁶ to new consultant action-research-type reflections, such as,

*I don't think I have learnt to play the Writing Centre consultant game as I fell into the temptation of spoonfeeding my analysis of her essay to her. I do not know how to transform my analysis of the essay into non-directive strategies for the writer to improve her essay on her own {FHU:4: Para 210}, and
I found this a particularly difficult consultation. I hadn't had the time to read through [S's] draft carefully before the appointment, so I had to think through some of the problems with her. This meant that I was involved in the writing process in a rather tiring and intimate way. Nonetheless, this proved to be a most rewarding consultation: [S] seemed genuinely happy when she left, and I didn't feel as if I had done any of the work for her. I am realising, though, that being an engaged sounding board is tiring work! {FHU:16: Para 18}.*

Or management of the student's affectual responses to the consultant's strategies,³¹⁷ and wondering about the effect of her strategy or the role she played.³¹⁸ There are also a number of comments on topics which had an effect on the consultant's or student's

feelings – for example, there was a case where both student and consultant were confused by the topic; they tried working it out together and then called in another consultant, who was also confused. Fortunately, both consultants knew there would be an input on the topic in the lecture the following day and the student was urged to attend.³¹⁹ And comments of empathy from the consultant over difficult topics students were faced with,³²⁰ concern,³²¹ and enjoyment of topics.³²²

It was interesting to see that a few students who were especially anxious about their performance here (and mainly female) were from academic families. It seems that first generation academics have surpassed their parents (in values of academia) early on, however, second-plus- generations still have to reach that summit before feeling able to relax into confidence and the enjoyment of their own exploration – and it often feels unattainable.

Home Language – Male

He said I had given him some insights. Told me that 'blending in' was his main problem - said he's a good creative writer but not an analytical one. I urged him to make use of his creative resources {MHU:1: Para 78}.

The 'trends' for this group of serial users of the Writing Centre, seem to be that they are exceptions rather than typical members of their group, thus, making it difficult to detect any patterns. In all cases, it seemed that the consultant was serving an affirming role. However, consultations seemed to deal with issues bordering actual writing – only with one student,³²³ and briefly with another,³²⁴ were drafts truly dealt with. A third student³²⁵ showed one of his drafts to his consultant after handing it in and the other two students³²⁶ each brought a draft once.

As mentioned, these clients appeared to represent exceptions rather than the norm for their group; With possibly one exception,³²⁷ all of these students seemed to feel different somehow – [MHU:1] struggled to 'blend in',³²⁸ [MHU:2]³²⁹ suffered from severe anxiety, [MHU:4]³³⁰ was trying out university and not sure that he should be here, and [MHU:5] struggled with confidence.

Second Language – Female

She seems capable of original thought, but is rather timid about expressing it at this stage. Improving her writing skills may give her the confidence she needs {FSU:3: Para 25}.

There are many patterns of students in this group feeling worried and tired at the beginning of a task or section of work, getting down to work, becoming involved, and then feeling better.³³¹ Generally, there was more intense collaborative work involved in

consultations with these students – in dealing with their writing and in developing their confidence. Development observed was basically that of students coming out of themselves – a rewarding example is that of [FSU:4], who moved from being overwhelmed and afraid and allowing these feelings to hold her back in her work and depress her, to taking the bull by the horns; recognizing her fears and confronting them – within the security of consulting at the Writing Centre. Still not quite recognizing her own power, she remained attached to her consultant, but eventually took off and after graduating with an Honours degree, went on to do a Masters degree at another local University.

More clearly explicit here, and emphasizing the importance of responsibility taken (see Section 7.3), is the fact that the effects of the consultant's efforts and input are highly dependent on the effort of the student. [FSU:4], mentioned above, was a hard worker, and her consultant comments,

[S] is proving to be a most conscientious and exemplary student; the kind one wished you had all the time. ...[S] is most pleased and anxious to see the outcome of the other Psychology essay {Para 45}.

[FSU:6] began with expectations of her consultant doing the work for her.³³² At this stage, the student was not taking ownership in her work. Her anxiety manifested in a multitude of ways and her first year was very miserable;

Nervous about the first psychology essay ...She bemoaned: "It's not my language and it's long and I have problems understanding and I forget what I read in the first place" {Para 134}.

At the beginning of her second year, she approached the consultant with a new attitude, indicating a realization of the potential of her own role in her studies, and explaining to her consultant that she wanted to make an effort. She worked hard and closely with the consultant, and some way into the year, she commented in a written communication to the consultant, (and after being rewarded with better results):

"I think this term I've spent most of my time with books unlike last year where I was spending time with my friends. I think I'll do the same in the next term" {Para 245}.

She found a balance in her second year, that worked for her and, although there were still struggles, there were also signs of development in her psyche – with her peers commenting positively on her appearance.³³³ The following year, still she tended to get anxious over her assignments,³³⁴ as work pressure was mounting;

She said things are VERY different from last year. However, she looks much more confident - complaining, chatting and giggling. Says psychology and anatomy take up all her time! {Para 292}.

This improved engagement with both her studies and the consultant, signifies a

growing sense of confidence and of selfhood, or identity.

In contrast, [FSU:12]’s struggles remained through her series of consultations over three years. She presented, from the beginning, with academic and conceptual difficulties:

This consultation turned out to be one of the most difficult and heartbreaking of my career, as it became evident almost from the start that the student had absolutely no idea how to approach either the essay or the case study. More disturbing still was her total lack of understanding of the concepts involved in the various methods of intervention {Para 13}.

There was little engagement by the student with her consultant or her work during the consultation; the consultant felt helpless and the student, it seems, was unhappy with what she got from the consultation – with the consultant wondering about what she had expected, and very concerned;

She left the Writing Centre looking rather disgruntled, and I suspect that she had probably expected some sort of magical ‘quick fix’. This student’s conceptual problems will obviously militate against her succeeding at university. I was very upset because I had not been able to help her, and wondered whether I should refer the matter to the course convenor {Para 13}.

Another consultant had a similar experience in the student’s next visit:

I’m not sure what [S] wanted from me – perhaps a quick fix? She gave me many blank looks and giggled throughout the consultation. I explained what I could but felt pretty helpless and frustrated {Para 50}.

Then, in the following visit, there was a change when the consultant began a conversation about her student’s practical work. When the student did open up, she showed potential and care in her chosen field, and the consultant believed that,

she has the potential to become a very good social worker if she can only master the academic side of the curriculum {Para 78}.

And her writing did begin to develop slowly. There was much tripping but a great difference was that the student was now talking in her consultations. The student’s academic difficulties were, however, severe, and she had a very narrow field of knowledge, and her consultant remained concerned;

I thought I’d made this sufficiently clear, but found that during the consultation I had to explain this plan for organising the essay several times; as in the past she just looked blank or giggled throughout most of the consultation {Para 101}.³³⁵

I journalled* sometimes with these students, in order to draw them out, get to know each other and give them confidence at writing in a non-threatening context (and their writing invariably flowed better in these journals). Through this exercise, I gained

* ‘Journaling’ or ‘dialogical journaling’ refers to a method whereby I set up a series of communications with individual students in writing. This was in order to enable them to practice writing in a non-threatening mode and through it, I hoped to build up their confidence in academic practices.

some insight into their adaptation struggles – of which some examples follow:

[FSU:6] spoke of the lack of training in study skills at school,

'Well, I'm from a DET school. Some of the teachers were not really good. Some would spoonfeed us, and some were very bad, especially the English teacher. I didn't mind being in DET but the problem is, we never had thing like Study skills, Time management workshops, writing skills, etc.' {Para 242}.

And she goes on to talk about her difficulties with understanding the expectations here – for example, in studying more than what is given in class and in test writing at university (which I will elaborate on in the next section). Similarly, [FSU:7] also spoke about her struggles with adaptation, but she was somewhat more acquainted, for example, with hostel or residence life. She was affected by the changes at first, especially with regards to being responsible for herself, and had some anxiety over her assignments.³³⁶ However, there were other struggles of diversity, which had an effect on this student's levels of anxiety – and got to her in times of exhaustion and pressure³³⁷:

'My father is a kind of a strict person and what I can say about him Education means nothing to him, due to this it wasn't easy for me to come to UCT before the bursary was approved by the middle of January'... 'He only agreed on paying my registration fee, what he said to me was that 'If my bursary doesn't succeed he is not going to do anything about it he is out!! My sister helped me with transport money and toiletry and books.' At UCT'...I found myself being dropped in the middle of a new world because I came hear alone my uncle just dropped me at the station.' (- but she did find old friends here). *Family doesn't contact her and don't send any money - not helpful. 'At UCT I applied for finance and every time when I go there they are asking me for information like parents' payments'* {Para 71}.

[FSU:4] had a similar situation that worried her especially when she was under great pressure. Having got to know her work habits, the consultant became concerned when there was a behavioural change, and prompted the student, finding her demotivated and concerned about the financial strain she was putting her family under; she was the first member of her family to go to university.³³⁸

Although less dramatic in emotional expression than the Home language group, Second language students had many more and deeper issues of confidence problems and needs for assertiveness training in their writing – for example, in expressing their own opinion (– and this feels very stereotypical). A consultant urged one student to:

Be more assertive. Own your statements. Don't attribute them to generalised masses {FSU:1: Para 64}.

Another was not confident at expressing her own opinion, for reasons of intimidation:

She says that she is afraid to voice her own opinion because of possible repercussions from the lecturer {FSU:4: Para 24}, and at her next visit: *She voiced the concern that her own opinion would not be accorded any validity,* {Para 35}.

And many students were simply unconfident of proceeding on their own; some being tense and afraid of losing the advice given to them;

As we worked through the essay, the student still seemed to lack confidence and to be disempowered when it came to doing things on her own. i.e. she wanted to write down all my suggestions in the margins instead of focussing on the macro-org. I was trying to help her with {FSU:11: Para 11} – seeming to give herself no time for reflection on what was being suggested.

Others behaving like empty vessels;

All the time I was talking she remained silent and unresponsive, and I had no idea how much she was actually taking in. Finally, I switched to the case study she had marked, which involved a family with a child suspected of drug abuse. I asked her how she thought she would approach such a case if she were a social worker; this was in the hope that I might be able to link her ideas to those in the reading on intervention methods. However, she just stared at me blankly, and seemed to have no ideas on this part of the task also. I asked her if she understood the term 'case study' - again no response. Thus, this was one student that I felt totally unable to help {FSU:12: Para 13}.

One student complained that she had struggled to find salient points and then to find summaries of her readings – which, in a way, maintains an avoidance of applying her own thought.³³⁹ Another was not happy with the suggestion that she search for information – she had expected her consultant to do it all for her.³⁴⁰

As mentioned, these students do not seem to express emotions to consultants as much as their home language equivalents, however, their anxiety manifests over a number of issues, like worries over readings,³⁴¹ length or style,³⁴² or otherwise in performance anxiety.³⁴³

Sometimes students were upset with their marks and claimed they had not known what to expect;

She got 43% for her TV news assignment. She is very upset. ...Scared of exams - doesn't know what to expect. MCQ - can't find past papers. Long questions are based on assignments. I told her about exam papers being available in the library and we spoke through her upset and anxiety {FSU:7: Para 91}.

There were many struggles with the amount of work, and with understanding language and adaptation. Often, students' blankness in consultations appeared to be due to conceptual difficulties, for example,

She had no ideas of her own to add. I had to repeat everything a few times, and I wondered just how much she was grasping of what I was telling her. It was very evident that she did not understand most of the concepts involved {FSU:13: Para 53}.

One student had extreme struggles with language and was thus despondent and passive and her faltering attendance at the Writing Centre added to her vicious cycle and lack of successful support.³⁴⁴ Yet it was not always easy to work out where the students' difficulties lay:

I felt that I had not made much headway with this student and couldn't decide whether the problem was due entirely to serious conceptual difficulties or to sheer laziness on her part (not reading). Only time will tell {FSU:18: Para 32}.

Students would come for clarification of topics, for example, [FSU:6] needed clarification of her question, and struggled with the philosophical thought required in her assignment;

Once I had done that, she said that the questions all made sense to her. ...she struggled to understand the idea of how birth could happen after death - and, even more confusing, how people could celebrate 'life' on 'death' {Para 260}.

Often, students were nervous and seemed to come to the Writing Centre for reassurance, as well as clarification.³⁴⁵ Some seemed to gain confidence from their visits to the Writing Centre,³⁴⁶ for example, [FSU:14] claimed that she became more confident as a result of her consultant's explanation.³⁴⁷ And some gained confidence with their development in skills; [FSU:2] presented with an anxiety, afraid of her consultant's judgement:

Worried about her mind-maps - they might not be up to scratch for me! - so I suggested we test her memory - asked her to give me an outline - which she did - pleased with the amount she remembered - I assured her it didn't matter what they looked like - just good that they are helping! {Para 67}.

Sometimes confidence is brought out with a simple shedding of light;

I showed her how she could read a paragraph and then write a sentence/note on what she had understood it to have said. Her response was an amazing 'AHA' - she said she had never known how to take notes and was pleased to see that this was what note-taking meant. She tried some more with me and said she felt confident to do the rest on her own as well as some other readings {FSU:10: Para 38}.

Much effort was put into building up students' confidence, as when the consultant encourages and clarifies what the student needs to do (when she had felt overloaded),³⁴⁸ or when the consultant feels the need to proceed with utmost caution;

I realize this is very slow - but I'm afraid of overwhelming her - however, I think I am going to persuade her to consult here more often - I think she needs very close guidance at the moment {FSU:10: Para 38}.

[FSU:3] revealed her history in an essay she had to do; her academic confidence was killed early on by a teacher. The consultant affirmed her, aware of the need to continue to build this ego up; this student had come through a support program where the elements of academic literacy had already been covered. She was merely in need of reassurance, which the consultant was able to provide.³⁴⁹ One student was failing and deeply depressed when she arrived at the Writing Centre; she was withdrawn socially, not sleeping, exercising or eating. The consultant counselled and looked at options with her,

I asked her why she wanted to continue: accomplishment, to become educated and other options possible later - this would be a base to build on. We talked around options and motivations and a possible plan of action. Made another appointment but she didn't pitch {FSU:5: Para 63}. Although effort was put in here, it was very late – maybe because the student only discovered the Writing Centre then.

Students often expressed gratitude for the support they received at the Writing Centre,³⁵⁰ and expressed pleasure at their improved marks³⁵¹, and when possible, when students found that their efforts had paid off, consultants would encourage them to look at their good practices; what had worked.³⁵² Even when students were primarily concerned that their end result (mark) would reward their hard work after sustained interactions, consultants would remind them of the skills they had picked up through the process – of course, hoping for good marks for the students.³⁵³

Second Language – Male

I therefore discussed linkage with him. He explained that this was the first time he had heard of this and was very pleased that I had shown him what it was. He seemed very confused about the demands of academic writing {MSU:12: Para 25}.

There were very few comments relating to emotional expressions by male students in this group. Only one (who was Afrikaans speaking) actually spoke about his affectual difficulties. There were a couple of concerns about students on the part of the consultants, but seldom were these discussed with students. Although this group was the second highest of the undergraduate groupings in terms of average time spent per consultation, the focus was very specifically on the technical and content aspects of their writing. Like the female, second language, undergraduate grouping, these students consulted with a greater number of consultants per student. It may be relevant to note that during the time of study, the majority of consultants were women, whose home language was English. In addition to there being little consistency in who they consulted, students seldom consulted more than once over the same assignment, so there were only a few full process liaisons – those of which were still with a number of consultants – and many problems with time management with regards to the draft writing process. This also begged questions on the issue of students' responsibility for their learning (again relating to Section 7.3), which raised concerns as well as frustrations for the consultant, for example, [MSU:19] tended to make little time for preparation and drafting of assignments, and seemed to draw little benefit from working with a Writing Centre consultant.³⁵⁴ Perhaps he was trying out his luck in getting the work done for him,³⁵⁵ which handicapped him, manifesting, of course, in

severe stress eventually,³⁵⁶ and confused writing.³⁵⁷ Although somewhat of a rescue was managed on a last minute draft, the lessons did not seem to gel, and the student failed to pitch for following consultations.³⁵⁸

There was a lot of lateness in essay writing, and habitual lateness for appointments.³⁵⁹ There was, however, much keenness to improve writing.³⁶⁰ Also common were indications of inexperience with academe;³⁶¹

Showed him how to mind-map and we drew up one together based on what he told me. I had a pleasant 'Aha' reaction - said he didn't know what a 'plan' was - thought it referred to intro-body-conclusion menu but felt it wasn't right. Feels able to do it now {MSU:2: Para 80}.

This was the very first Shakespeare play that the student had encountered, not having been exposed to Shakespeare at school {MSU:4: Para 25}.

JOURNAL: Struggling to follow lectures. Finds too much condensed into a short time (1 chapter over 2 days). Feels overwhelmed and inadequate {MSU:23: Para 119}.

Yet only occasional affectual counselling or concerns, for example, relating to possible learning difficulties,³⁶² and one case of a student, (Afrikaans second language), who presented himself as suffering from a diagnosed panic disorder and who made appointments with one of the consultants to alleviate his stress, usually before his examinations or major assignments, and throughout his undergraduate degree and into his honours.³⁶³

As mentioned, there seems to be less redrafting and lingering on problems or repeated issues. However, there was much gratitude expressed, together with students *telling* the consultants they had understood quite quickly.³⁶⁴ Some students were very passive – yet still claimed to have been helped through their consultations with the Writing Centre.³⁶⁵ Some showed little signs of activity or effort in consultations, yet their marks improved.³⁶⁶ Others were passive at first, yet showed signs of development in confidence through becoming more active and engaged in the consultation discussions;

[S] is a very shy and polite student who comes from a strong rural back ground {MSU:16: Para 11}. [S] came with some good news this time!!! He had got 60% in an assignment that I had helped him write. He was very excited and so was I. ...This time [S] was in a jovial mood and had lots of good ideas. He had listed down some of the crucial points needed to be addressed by the essay. I just helped him on how these points could effectively be presented in an essay {Para 52}.

Although he spoke to three consultants altogether, [MSU:11]'s development is evident in the records of one consultant who saw him a number of times:

I found it difficult to advise him on this essay, as he had not brought the readings and I felt that he had probably misunderstood one of them ...I felt that it was a pity that the student had been confronted with this problematic task, just when his academic writing had been developing so well {Para 62}, His assignments had certainly been coming thick and fast in the past 2 weeks, hence the time pressure, which had been a factor in recent consultations. ...He had obviously heeded my injunctions about time management, which pleased me. I was glad that he had come

for another consultation under more favourable circumstances than the last one, where the task had been so problematic. ...It has been a great joy to follow the remarkable development of this student's writing this year. I hope that he will continue to consult the Writing Centre as his academic career progresses {Para 76}, and finally, I thought that his writing had developed well since his last consultation with me, a year previously {Para 143}.

Foreign Language – Female

I failed to establish her real problem as she often gave conflicting statements about what sort of help she really required {FFU:2: Para 41}.

With the two students from countries other than Asian ones, the affectual difficulties were more as a result of academic pressure than language, in other words, their panic or focus was more task-oriented. For the four Asian students, the Writing Centre seemed to be a shelter for them. There has been little other support available to foreign language speakers and consultants still have to refer them to commercial language laboratories when they need help with English.³⁶⁷

My impression after this consultation was that the student had the clear potential to become overdependent on the Writing Centre {FFU:5: Para 19}. And on the same student later, This was a slow, laborious process and in an hour we were able to cover only 3 pages of the essay by using this approach. She was desperate, as the due date for the essay was close, and I discovered on looking at the appointment book that she had booked 2 further consultations for that same day. She subsequently consulted both Jocelyn and Ceri {Para 46}.

Although consultants are aware of these students' struggles with English, there seem to be cultural differences that both the consultants and students are apparently seldom aware of, to enough of an extent, during consultations. As a result, the consultants and students seemed to irritate each other – for example, the consultants grew rather tired of one student,³⁶⁸ and another became very angry with the Writing Centre.³⁶⁹ The language and cultural differences were often overwhelming and frustrating for students (and consultants) and isolating. As a result these students appeared lost, demanding and dependant.³⁷⁰ A lot of the affect issues commented on here, in fact, seem to be related to difficulties with students and consultants relating to each other – there are notably more comments on consultants struggling with students or consultations and feeling helpless or frustrated in reports of consultations with students in this group (– of course, these are, no doubt, indicative of other problems³⁷¹) and with students trying to interpret the academic cultural demands and the topic requirements.

This is not to say that these students did not make efforts on their own, at points when they had an understanding of what they could do. As mentioned, development only happens when the student does some of the work – and in [FFU:4]'s case, she was almost forced into it; after many feelings of frustration and shouldering of

responsibility, the consultant began to shift the responsibility – not totally onto the student at first, but no longer totally on the consultant's shoulders; more equally distributed. And this became a success story.³⁷²

Foreign Language – Male

This was an uncomfortable meeting because the student was frustrated and did not accept my points or suggestions and said he was 'wasting his time'. At this point I decided to leave the introduction and concentrate on the next few paragraphs in terms of clarifying points and putting sentences into proper syntax. He calmed down and interacted in terms of clarifying meanings during the remainder of the consultation {MHU:1: Para 68}. I explained the need for referencing / footnoting - and struggled to convince him - he said he had always got away with it before, so he was not going to worry. ...He also said that as they were just lists of facts, anyone could draw them up and so they didn't need referencing. Actually, it would appear that he had lifted quite a lot of what was contained in the report - at times when I asked him what something meant or why he had included it, he replied, 'Because that's what the book said.' {Para 109}.

It is not possible to talk about 'trends' in this group, with such a small sample. One of them³⁷³ was greatly panicked in his first consultation, when he was aware that he had misunderstood his readings, but relaxed through the consultation as these became clearer. This did, however, mean there was more work ahead of him, which caused him some concern.³⁷⁴ However, when he understood his topics, he managed adequately, consulting a few times over six months and stopping because the consultant refused to edit his work. The other student³⁷⁵ made regular use of the Writing Centre through his degree. First arriving in a desperate, angry and frustrated state, but gradually developing a calmer frame of mind and stronger sense of confidence. He lends a proud story of mentorship to the Writing Centre, whilst also illustrating the real frustrations and anxieties brought about by the handicaps of language barriers. He was bright but had very poor English. His assignments, of which there were many in his courses, were invariably late, despite working closely with the Writing Centre, consistently and intensively. Due to his language difficulties, they naturally took longer to complete.³⁷⁶

7.5.2 Postgraduate Trends – Affect

Home Language – Female

[S] says she has read and read and nothing went in. So she read and wrote and read and wrote... and got 30 pages! Reread and reread and diagrammed and diagrammed and lots... She thinks it flows with a nice clear argument and then horrible bit - feels essay falls apart - doesn't know how to put them all into one bag! {FHP:10 : Para 76}.

A fair amount of talk occurred on the emotions these students were experiencing at the time – usually as a result of acute stress and anxiety. There were many very hard

workers, who tended to tire themselves out. Some becoming very demanding and tiring on consultants in their tiredness. Habits like lateness, rescheduling and overabundant talking do not seem to change with this group.³⁷⁷ However, confidence changes were notable, many were low in confidence at first, which affected their capacities to express their own ideas, and thus academic abilities, such as that of critical reflection.³⁷⁸

I suggested that in future, she jot down her own ideas first before going to the readings. She is swamping herself with theory and readings - squeezing out any sign of [S] - will lead to burnout - she's missing out an essential and exciting part of the writing process! {FHP:16: Para 114}.

A few of these students had done their undergraduate degrees at other institutions where they had not been required to write essays and they presented at first, anxiously concerned about this lack of experience, and wanting to find out about the available help.³⁷⁹

Not experienced with essay writing. Unsure about managing this year. Not sure how the Writing Centre works. ...She's concerned about writing an 'argument'. Says she can't do it in Health Psychology. Lots of essays due. ...But she's unsure about what is meant by her 'own ideas'. ...We had to go through the process for her to get an idea of a focus - said she doesn't have a focus; struggling to let go. [S] is extremely nervous {FHP:17 : Para 10}.

These students usually requested appointments with specific consultants – tending to stick to one or two, and some felt themselves to be very dependent on their consultants, sometimes raising concerns on the consultant's side;³⁸⁰

I did lots of explaining and examples on how to link facts and sections. Tried to encourage her to take other sections herself and do. [I'm worried about her dependence on me - same issues seem to come up; don't feel I'm enskilling HER. ...She became very worried that I am going to 'give up on her'. I tried to reassure her] {FHP:8: Para 218}.

Although often a manifestation rather than a cause of work-related stress, which was a major factor,³⁸¹ there were many calls to deal with emotions attached to normal thesis anxiety, involving many tears and much comforting.³⁸² There was also much anxiety to get work in or over with, usually after serious bouts of hard work.³⁸³ In addition, some out of the ordinary issues were dealt with, such as confirmation and advice on management of dyslexia (which one consultant was qualified to do).³⁸⁴ Difficulties related to supervision were only occasional and extraordinary in nature.³⁸⁵

Much gratitude was expressed to the Writing Centre – ³⁸⁶

She brought in 5 drafts all smartly bound as a gift for me! She is feeling very chuffed with herself. She pointed to her second draft and said 'I can't believe that I thought that was a thesis!' {FHP:7 : Para 229}.

Actually feels she's got a 'brilliant' essay now. It does look good (in my quick skim). 'How do you like my Cathy headings?' {FHP:10 : Para 240}.

'I so like coming to you because I come with a vague hunch of what I want to say and you make it explicit' {FHP:16: Para 169}.

'Thanks, you put me in an Adidas Tupperware yesterday!' {FHP:19 : Para 282}. *Says she read a Literature Review I helped her with in 3rd year and was impressed with herself and reminded herself of good techniques like link and flow between sections via introductions and conclusions* {FHP:19 : Para 425}.

(Many of the students in this group enjoyed results of their efforts and/or good marks – above 70%).³⁸⁷

Home Language – Male

This very long consultation (90 minutes; it could have been longer but I had to call a halt to get away for the funeral) was more of a 'think tank' or 'brainstorming' operation as we both considered how the thoughts he had introduced in Chapter 3 could be more clearly expressed, taken further and linked to the main flow of the argument {MHP:2: Para 154}.

Again, the small size of this sample renders claims of general trends to the group questionable. Generally, these students expected much of their consultants. Except for some anxiety over supervisory input being a long time in coming, as with male, home language, undergraduates, there were few actual emotions expressed in consultations – their writing revealed a small amount, but generally these students are confident and demanding of time! Not all of them could be considered to have been mentored by consultants, but I will discuss this later. I outline some profiles in the endnotes, in each of which, there is a specific focus.³⁸⁸

Second Language – Female

We talked further about the balance of use of other authors - use them only when they are USEFUL to your work. She tends to attempt to include every related point from others - which serves to totally annihilate her own voice - or even the chance of the emergence of her own opinions. ...I worry about [S's] faith in her own capabilities. She writes down every question of mine, and every comment - even when I have written it on her draft {FSP:9: Para 250}.

The most noticeable problematic issues in this grouping are around difficulties with supervision. Postgraduate, second language speakers who are female, probably have more difficulties in getting started and in understanding the expectations, style and discourse of the thesis genre – for a variety of reasons (such as, language, culture and gender issues, academic background). And they are no doubt thus more difficult to supervise and more likely than others, therefore, to call on a service such as the Writing Centre for language in writing tuition. This seems to result in problems such as a seemingly apparent lack of supervision, consultants taking on much of the supervisory load, students feeling academically inferior and intimidated by supervisors (not necessarily due to the supervisors), having their anxieties mar possibilities of open communication with and understanding of supervisors, being afraid to ask for consultations with supervisors or to show their work to their

supervisors – preferring to consult with and submit drafts to female consultants in the Writing Centre – who are less intimidating or threatening and may therefore appear to be more caring and supportive. In reading these reports and in consulting with many of these students, I have been aware that the students' reports on their supervised experiences has been subjective, for example, problems do arise with students intimating that supervisors have been lacking or unavailable – which is highly possible, however, it is also possible that students have made themselves scarce with their supervisors and neglect to perceive this objectively. (Perhaps supervisors need to keep logs of all liaisons with their students). However, I am also aware that there is, indeed, some poor quality supervision which is never brought into the open and possibly for this, the supervisory system needs to be revamped – making for more open answerability and support for both students and supervisors.

Typical issues dealt with in the Writing Centre with this group of students are around their being nervous of coping academically, usually because they do not come from an academic background, have been out of studies for some time – a large number of them are mature students with families, who come from outside Cape Town – or because their undergraduate degrees did not require essay writing.³⁸⁹

Has a fear that reader will think she doesn't understand. She is severely lacking in confidence and we had a long discussion here where she was very tearful. She feels the readers are all experts and know more than her {FSP:5: Para 189}.

All this, of course, enhances feelings of intimidation – of their lecturers, supervisors and readings.³⁹⁰ As a result, these students' depleted confidences³⁹¹ show up in their writing – most especially in a lack of evidence of their own opinions and a tendency to plagiarise.

Generally, students became very stressed out during their postgraduate experience. They often felt isolated – having left their families, established jobs and social circles and come to a new town on their own. Further stressful factors were those related to falling behind in their work and lack of technological skills and computer literacy as well as financial problems.³⁹²

[S] cannot type, and the department requires typed assignments. Consequently, she sacrifices accuracy and loses time looking for people who are willing to do the typing cheaply. She seemed stressed and ill - a bit overwhelmed by the work {FSP:1: Para 215}.

Added to this, as mentioned, were difficulties in their relationships with their supervisors, for example, in perceived lacks of attention and tutelage or absences and unavailability and delays in feedback on their drafts. These, in turn, could lead to

frustrations for the consultants – as could the supervisors’ apparent shunting of responsibility onto the Writing Centre on occasions.³⁹³

There were also misconceptions (initially, but sometimes persisting) on the students’ parts, of the Writing Centre service – with students expecting editing and correcting of their drafts by consultants rather than discussions around how they could develop or improve their own writing.³⁹⁴ However, there was also much gratitude expressed to the Writing Centre – with expressed perceptions of development in their writing from students.³⁹⁵

She left, saying ‘It feels like someone has lifted the stone from my shoulders’ {FSP:9: Para 14}.

Development was evident with long term clients and sometimes extremely slow and resource intensive,³⁹⁶ but enjoyable when observed.³⁹⁷

It feels important to point out that there are notable differences in this group, depending on whether they were second language Afrikaans speakers or second language African language speakers, for example, in terms of the speed with which they gained confidence: although both nervous because of their language abilities and lack of academic experience, [FSP:15] and [FSP:5] picked up in different ways. [FSP:15], an Afrikaans speaker, was perhaps culturally more adapted, using the Writing Centre through her honours year, at first very nervous about coping academically,³⁹⁸ but she soon found herself managing.³⁹⁹

Whereas, [FSP:5] seemed to have more dragons to slay, consulting over about three postgraduate degrees; On leaving her first draft for a consultation, she told the staff member on duty that it was to be corrected for handing in the following week – thus, she had a conception of handing over her work and possibly, her responsibility for it.⁴⁰⁰ She was computer illiterate, relying on a typist at first. She was generally low in confidence, depressed, lonely and intimidated academically.⁴⁰¹ She was very timid with her supervisor – struggling to understand what he was getting at,⁴⁰² and was in need of affirmation – often requesting it from her consultant.⁴⁰³ Gradually she began to relate more to her work, and the worries and questions that she brought started to relate more to her drafts.⁴⁰⁴ This student took much comfort from her collaborations with the Writing Centre – often leaving in a noticeably better frame of mind than when she had entered.⁴⁰⁵ Her consultant also helped her with her loneliness, setting up some social contacts. Gradually, her writing improved, alongside her confidence. This helped her to deal more boldly with her supervisor who was, on occasions, elusive.

Her growth in confidence was slower and more stumbling than that of [FSP:15].⁴⁰⁶

Second Language – Male

He seemed rather desperate this time, owing to deadline pressure, and I just hoped that he would not continue to resort to plagiarism as an easy way out. At the end of the consultation I again warned him against this practice. This was the most fraught and least comfortable consultation in this series {MSP:9: Para 48}. ...I felt happier about him after this consultation: at last there was evidence that he was transferring what he had learnt in his previous consultations to new tasks, even a new genre. He obviously recognised this fact himself; he mentioned that he was now 'finding writing easier because of what I had taught him' He showed me the marker's comments on the essay on environmental education, and was delighted with his mark of 80% for that essay {Para 74}.

Students were not wildly expressive, but were emotive – for example,

S was distressed at his supervisor's attitude towards his thesis: I felt that the real reason for his seeking another consultation was emotional. He was more distressed than ever about [sup's] attitude to the thesis, as he felt that much was being included on [sup's] 3 paradigms of XXX that was not remotely pertinent to the real subject of the thesis {MSP:15: Para 70}.

Panic in students was mainly due to their wanting to satisfy their supervisors in their writing and many thus depended on their consultants, – some overbearingly so. It does seem that there were a few of these students who merely expected consultants to edit and correct their work, and did not come to the Writing Centre to learn how to improve their own writing.⁴⁰⁷ And occasionally, consultations were affected by supervisors' lack of responsibility or by their specific expectations of the Writing Centre's service.⁴⁰⁸

Generally, students were concerned about satisfying their supervisors and were cautious about following consultants' advice.⁴⁰⁹ More supervisory liaison with consultants seemed to occur here.⁴¹⁰ Fewer supervisory difficulties were apparent than with females in this grouping, however. Students could, on occasions, become overly demanding of consultants.⁴¹¹ (See also, profile of [MSP:10] – a relationship which started off with the consultant feeling she was prepared to work hard as she seemed to be making an impact and the student was putting in a lot of effort himself. However, the student came to over-depend on the consultant for editing his work and this led to discomfort in their relationship⁴¹²).

It was useful when the consultants were able to relate to the content of students' work and could offer useful information or resources.⁴¹³ There were also occasions when consultants felt intimidated and unable to offer much in terms of ability to help students.⁴¹⁴ Students resorted to plagiarism due to intimidation or lack of confidence.⁴¹⁵ Some liaisons felt unfinished; they seemed to end in mid-air.⁴¹⁶ However, there was evidence of embedded development – often seen in students showing ability to

transfer their learnings to new genres (see for example, [MSP:7],⁴¹⁷ [MSP:6], [MSP:9] – all students who came back to do Ph.D's).⁴¹⁸

There were financial difficulties experienced by some students,⁴¹⁹ and there was one student who had repeated patterns of needs expressed in the Writing Centre and strange behaviour, possibly resulting from alcoholism (see profile in endnotes).⁴²⁰

And there was much gratitude expressed to Writing Centre consultants⁴²¹ – even into the supervisory arena.⁴²²

Foreign Language – Female

Said it simply has to be over by the 30th. ...I hadn't finished reading by the time she came but it is the same stuff coming up now. I feel quite tired also. [FFP:4: Para 152]

There were only five students in this sample, thus again, rendering trends truly representative of this group difficult. It is doubtful that any of them could be said to have been truly mentored, as generally their liaison with the Writing Centre was intensive, over brief periods of time, usually with students' intentions of submitting their theses shortly – a situation which is not ideal in terms of incorporating sustainable learning and development. Although one of these students, [FFP:3], did feel that she had learnt from these – even a couple of years later; now a member of staff, she claimed this at a workshop given by Writing Centre staff.

In common is the fact that all of these students were fairly demanding of consultants in terms of expecting a great deal of input from them in the intense periods before submission. In addition, they seemed to like to talk to their consultants, using them as sounding boards for whatever was concerning them at the time.⁴²³ An exception to the intensive last minute usage pattern, yet possibly a failure in terms of the Writing Centre's mentoring capacity is that of [FFP:5] who, although she made timeous appointments, appeared unable to take on the necessary responsibility – in terms of pitching for them, the drafts she brought or following up on consultation discussions. It seemed that she was at a loss as to how to make appropriate use of the Writing Centre service (– and possibly her supervisor). She was unable to make lasting changes to her habits over three years at the university.⁴²⁴

Foreign Language – Male

A large component of the requirements for this degree is coursework, which involves many long essays, and his language difficulties have caused him to lose marks for these, as some of the lecturers were not prepared to make allowances for those whose first language is not English {MFP:4: Para 13}.

In contrast, amusing, fun relationships were established with these students – again, a small sample (of five) – although, it was often exhausting work for consultants. In fact, there are a lot of comments recorded here on *consultants'* emotions! – viz. exhaustion,⁴²⁵ intimidation (in subjects such as Nuclear Medicine and Law),⁴²⁶ amusement – for example, at reflecting on the mutual benefits of consultations,⁴²⁷

Seems to be some improvement in his language - could be because of his improvements in writing or because of my growing understanding of legal discourse!!! {MFP:2: Para 78}.

And relief – mainly by being able to help students and with affirmations from supervisors,⁴²⁸ for example, C was relieved that her input to [MFP:3] was considered to have been of value,

Went over [sup's] comments on his draft - did appear to support mine (pew!)... Have to add this - [sup] ph'd to thank me for my help with [S]! Said he was amazed at my insight! {Para 41}.

Other than this, there were three German Law students who all seemed to be using the opportunity of consulting at the Writing Centre to learn English, and were thus very keen to understand their consultants' comments and suggestions – especially around language issues. This was motivating for the consultants, but time consuming.⁴²⁹ However, language difficulties also produced anxiety for students.⁴³⁰ And anxiety to complete their work distracted them from attending to their language as well,⁴³¹ rendering their consultations opportunistic editing sessions (of which compliance by consultants sometimes seemed to be unavoidable).

7.6 Estrangement

The node 'Estrangement' refers to any issues in which a feeling of being different was experienced and which, in the mind of the student or the consultant, appeared to affect the student's writing abilities or learning experience. The most outstanding influential issue of feelings of estrangement is that of language. But closely related is that of culture and acquaintance with academic literacy.

Currently in higher education, there is, with some variations, a particular type of literacy – 'academic literacy' – that dominates, and is more visible and influential than others (*cf.* Barton & Hamilton, 1998). However, students need to be helped to acquire this literacy and to 'read' this academic culture – correctly (*cf.* Ballard & Clanchy, 1988), and an aid to the helpers would be to understand more of where their students have come from. The New Literacy theorists believe that teaching staff (and their students) would benefit from an appreciation of the experiences of their students – for

example, in aspects such as their patterns of communicating and understanding which relate to beliefs, behaviour, social relationships and emotions or feelings – and an appreciation of the detail of the transitions being called for of students in joining the new culture of academe and its disciplinary discourses. Knowledge and understanding of the culture and discourses from which the students are coming could enable them to be incorporated and valued within the new shared world and thus enable a more level exchange of meaning. Indeed, as Clark & Ivanic (1997) point out, writing constructs identities – thus, in needing to identify ourselves as academics or authorities, we need to feel ok with diversity – and not expect to be ‘different’. The intimidation and isolation brought on by major feelings of estrangement enlarge the divide (between academic authorities and initiates) – for example, students often strain to look for what they think is expected of them in their learning and writing experiences, and to devalue their own and actual positions.

7.6.1 Undergraduate Trends – Estrangement

Home Language

In terms of feelings of estrangement, students in this group mainly struggled with not being acquainted with the practices of academic writing – not having been given guidelines or having had experience,⁴³² or not feeling themselves to be acquainted with academe, and thus allowing themselves to be intimidated by parts of what they thought was expected of them, such as giving their own opinion,⁴³³ or writing in the first or second person,⁴³⁴ or referencing – as in the case of a student who was confused by different styles of referencing in her readings and didn’t know which to adopt,⁴³⁵ and perceived lack of knowledge of other techniques,⁴³⁶ language, genre or discourse.⁴³⁷ On occasions, reported mainly in consultations with females, students were unable to proceed due to their struggles in understanding their topics and task requirements,⁴³⁸ or felt uncomfortable with the topics due to other reasons, such as personal experiences or religious beliefs.⁴³⁹ Occasionally, students could not relate to the topic as a whole, due to conceptual difficulties.

There were a number of cases where the consultations may have been hampered because the consultant did not feel comfortable with the topic – perhaps, because she felt it to be out of her area of expertise,⁴⁴⁰ alternatively, because she did not understand the topic or its requirements herself.⁴⁴¹ Sometimes, if the topic was very foreign to them, this meant that the consultant could slip into mere editing.⁴⁴² When the

consultant knew the topic – in other words, it fell within her area of expertise, it was beneficial to the consultation.⁴⁴³ It also proved beneficial when the consultants had been informed about the topic and requirements beforehand, for example, having been prepped by departmental teaching staff. There were occasional instances of consultants not understanding students readings or where students could not find readings.⁴⁴⁴

Second Language

As the female students spoke more openly to the consultants (also, mainly female), details on their difficulties are more available than those experienced by males. There were many conceptual problems experienced by females as a result of one or a combination of estrangement issues related to language,⁴⁴⁵ educational background or academic practice or culture – all affecting the emotional well being of students;

(Journal entry) fieldwork is interesting and a bit challenging but it is very difficult for me to be put with a group of kids of about a year and teach them how to play while I cannot communicate with them verbally because of not knowing their language and the resources where we can get toys are limited. {FSU:7: Para 111}

And this often resulted in consultants tutoring students.⁴⁴⁶ This could also involve consultants tutoring students on types of tasks,⁴⁴⁷ explaining readings and invariably explaining the language or concepts in both readings and tasks.⁴⁴⁸ Seldom did the fact that the consultant's field of knowledge or expertise was different to that of the female students, really affect her ability to help them.

We unpacked the topic in detail and I explained various terms – e.g. statistics, sensitive social indicators, affects, deductions, lay people, translate (statistical figures), accessible, broad terms, striking features, trends, long-term, how would you account..., quinquennium (in graph). {FSU:6: Para 27}

I had to explain all sorts of terms - e.g. Reminiscences, emergence, composition, predecessors, image, features, pandemoniums, massage, vice, - difficult for SL speakers. {FSU:6: Para 60}

Sometimes students resorted to plagiarism in order to overcome their language difficulties and sometimes it was difficult to establish whether problems were due to language or conceptual difficulties.⁴⁴⁹ There were also, however, often gaps in students knowledge which consultants had to fill in, or which proved to be problematic for students because their curricula or lecturing staff had not appeared to be aware of.⁴⁵⁰

There were aspects of cultural diversity which affected students' learning experiences:⁴⁵¹

[A group of students discussed with their consultant] the issue of doing activities with patients at placements – e.g. dealing with children at a children's' home. White students knew what activities/games were appropriate - these students don't know these common games. {FSU:7: Para 56}.

And from [FSU:7]'s journal entries: '*H & S fieldwork made me feel like thrown in a cage of because I have never found myself having to interview a person older than myself or the same age as my parent. Even now I still find it really difficult I really don't understand how to deal with it because I never know which question to start with.*' Mentions that she failed her Psychology and H&S essays. {Para 115}.

And the fact that many of these students were not well acquainted with the practices of academic writing (style, language, address, discourse) often severely hampered their academic enjoyment.⁴⁵²

(Journal entry) *I think the difference is due to being adapted to the area. Like last year, when we were taught in class, I would study what we had been taught. I didn't know that I had to study more. When the test comes, there are some of the things I don't know and even seen. Another thing is answering the questions from tests and exams. When answering the questions, I wasn't answering straight to the question. I would be indirect, and give a long story. Another thing is the understanding of questions. Sometimes I would think that I understand the question whereas I would be understanding it in a wrong way.* {FSU:6: Para 242}

With the males, again, issues of estrangement were mainly focussed around lack of acquaintance with academic practice and little previous exposure to essay writing,⁴⁵³ and concepts and language – affecting understandings of poems, plays, novels or other readings, as well as task requirements.⁴⁵⁴

It was evident when I questioned him about the poem that he had not understood much of it, and he had therefore based his entire discussion of its structure on the first four stanzas, which had appealed to him because of their graphic imagery. He had attempted to mask his conceptual gaps by giving to the poem a great deal of political meaning which was not really there; the message was more an appeal on humanitarian grounds. ...The contrast that had been stressed as a feature of the poem was obvious, as some stanzas described the miners' life at home with their families, in stark contrast to the life on the mines. Questioning showed that the student had, in fact, understood these stanzas, but that he did not really understand the meaning of the term 'contrast' and therefore had not seen them in this light. ...Critical analysis of a poem of this complexity seems a difficult assignment for students who have just 'graduated' from EAP. {MSU:4: Para 14}.

Sometimes, students were disadvantaged by being culturally removed from the content of their topics,⁴⁵⁵ for example,

It was possibly unfortunate that one of the authors quoted had argued his case entirely on the basis of the effect of tourism on cultural norms on the island of Bali, which place is obviously very foreign to the experience of an African student. It might have been better if an African context had been chosen. ...I felt that it was a pity that the student had been confronted with this problematic task, just when his academic writing had been developing so well. {MSU:11: Para 62}.

And occasionally, in consultations with males, there were disadvantages because the consultant was not in the field.⁴⁵⁶

Foreign Language

Feelings of estrangement here affect language – most especially with the (female) Asian students – affecting understanding and learning.⁴⁵⁷ Plagiarism was a common practice amongst the Asian students, most often due to language difficulties. Cultural

differences here may also have implications for the idea of ‘constructing arguments’ in writing assignments and issues of *challenging* others written opinions or theories,⁴⁵⁸ however, the scope of this thesis will not allow for an in-depth analysis of these issues. Coping with language difficulties could lead to concealing strategies that may even have been convincing on a surface level but unfortunate in terms of in-depth subject learning strategies – as in the case of [FFU:5], who did not understand her topic or key words, yet managed to attain marks such as 68%;

Once again, topic analysis became a vocabulary lesson, as the student had not understood key words in the topic. It appeared to me that she was overdependent on the memorisation of her notes, and did not have an overall conceptual understanding of the task. the notes themselves were ridiculously copious for such a short assignment, and were ‘taken’ not ‘made’ from the text. Upon questioning, it became clear that, despite the copious notes she had taken, she had not really understood the text. When I raised this with her she agreed emphatically and showed me another essay where she had received 68% although she had not understood the material at all. From my brief glance at the essay, she seemed to have produced a superficially good piece of work which hid the memorization and parroting by which it had been constructed. The tutor may also have been misled by the slick laser-printed appearance of the work, and had clearly not noticed that the piece was actually incoherent. {FFU:5: Para 19}.

Acquaintance with knowledge had different effects; one student’s personal knowledge (of Ghanian, Kwame Nkrumah) helped her to construct a view different from those of her classmates or readings.⁴⁵⁹ Another student’s lack of acquaintance with the language, culture or environment of her topic and its poems affected her abilities to proceed with the task – she was fortunate in her consultant’s knowledge of them.⁴⁶⁰

Issues of estrangement in consultations with males emerged mainly due to language differences or difficulties – disenabling one of the students in his abilities to grasp task requirements,⁴⁶¹ understand content,⁴⁶² or to explain his understandings of his topics in writing, when he did understand them,⁴⁶³ (as mentioned, poster presentations proved to be an ideal genre for this student). Both students resorted to plagiarism at times out of frustration with their language difficulties.⁴⁶⁴ Of course, it was advantageous to have consultants in similar fields to students and thus also able, on occasion, to clarify students’ conceptual confusions.⁴⁶⁵

7.6.2 Postgraduate Trends – Estrangement

Home Language

As with other home language students, the main estrangement issue arising in consultations was around academic practice. In this case, specifically around issues related to the genre of academic report writing or discourse.⁴⁶⁶ Occasionally, there

were difficulties when the consultant was not acquainted with the student's field and once, when the student was simply not interested in the subject she was to write about. As mentioned, one student presented with suspected dyslexia, which, while it remained a question, was causing her acute anxiety, but after being tested for it and having it confirmed (together with suggestions for appropriate management strategies), she was less concerned about it.

Second Language

What proved to be especially helpful to this group of male students was when the consultant was acquainted with their subject – noticeably in the Science field. I am sure that had it not been for the fact that a consultant was available to relate to students in or from this field, my sample from this group would have been much smaller.⁴⁶⁷ Although other consultants could prove helpful in some cases, possible useful input was stunted when they were not in similar fields to their students.⁴⁶⁸

Together with language, acquaintance with academic culture was also a major stumbling block for second language students⁴⁶⁹ – often, because their previous educational institutional experience did not include any academic literacy.⁴⁷⁰ Students were usually aware of the existence of academic literacy practices or culture,⁴⁷¹ but unsure about the traditions themselves and needing to 'learn the ropes' of how to engage in their learning – and very anxious in the process, especially female students.⁴⁷² Of course, they come here to learn things they have not done before, such as writing in different genres, but there often do appear to be assumptions here that they know things that students actually do not – such as how to write an essay, thesis or literature review, or how to reference. Afrikaans speakers were more likely to question consultants on practices, such as referencing. African language speakers, especially the more mature students, took more time to question consultants.

Language and conceptual misunderstandings proved to be a disadvantage, especially in moving from the spoken to the written form.⁴⁷³ Plagiarism is fairly common to this grouping – possibly because they are unaware of proper academic practice, although it is also possible that students resorted to it as a result of language and academic difficulties.⁴⁷⁴ The particular genre of the required task was sometimes a stumbling block,⁴⁷⁵ and sometimes it seemed that students were simply not properly acquainted with their topics.

Errors as ludicrous as reporting the number of participants as 16.5 do not inspire confidence that the writer knows what she is writing about!! {FSP:11: Para 327}.

There were also occasions when students did not understand feedback given to them by their supervisors – due to language difficulties.⁴⁷⁶ A further difficulty especially evident in the group of female students was that of not being able to type – all those struggling with this were Africans,⁴⁷⁷

[S] cannot type, and the department requires typed assignments. Consequently, she sacrifices accuracy and loses time looking for people who are willing to do the typing cheaply. She seemed stressed and ill - a bit overwhelmed by the work. {FSP:1: Para 215}.

The consultant being acquainted with the student's field was definitely useful.⁴⁷⁸ And on occasions, the consultant not being in the student's field was a distinct disadvantage.⁴⁷⁹

Foreign Language

Female students did take a lot of their difficulties to consultants – it seems that being in a foreign country, briefly for the duration of their studies, was isolating and lonely. This was in contrast to the males who, in my mind, regarded it as more of an adventure – the males often spoke about the extra-murals they were engaged in – travelling and hiking for example, whereas the females seemed all-involved in their studies, although feeling lonely and isolated.

Two female students revealed problems most specifically related to language,⁴⁸⁰ and one female to problems of diversity in their own interests.⁴⁸¹ One consultant felt incapable not being acquainted with her student's field.⁴⁸²

The consultant not being in the student's field usually limited their ability to help the male students, for example, in writing in Law, however they sometimes managed,⁴⁸³

I know very little about the subject of Law, but feel the need to question some facts – e.g. (in UN) 'if a violating state does not care what the General Assembly says, then the General Assembly can do nothing to change it'. {MFP:1: Para 34}.

(I don't know how to reference cases). ...Legal jargon is a difficult English! {MFP:2: Para 41}. Not always sure if stuff is quoted. How does one reference legal cases? Are initials important? - e.g.. 'was pointed out by Blackburn, I. in Randall v Newson'. {Para 81}.

Difficulties with language often led to obscurity of meaning and in order to help students with this, consultants and students would have benefited from the consultant having a grasp of the subject written about.⁴⁸⁴

Spellcheck? (Does one exist for medical terms?) ... 'Of the 21 breasts with confirmed malignant tumours, 17 breasts showed.... Remaining 2 breasts had...' – 'samples' instead of 'breasts'? - this sort of discourse is strange to me. SC says it's perfectly acceptable scientific language. Is some repetition. {MFP:3: Para 90}.

Major problem is language. Too many words. Keep sentences simple. TRY a spellcheck?? Some very quaint language - 'hereinafter', 'upon', 'therefrom' (?). Mixes up capitals. Word order. Paragraph breaks. Sexist language. Weird terms - made according to grammatical rules - e.g. 'promisor' and 'promisee' - is this acceptable? I asked a lawyer friend if this is done and he confirmed that lawyers generally apply their own laws of language. Spells as (he thinks) it sounds. {MFP:5: Para 59}.

Only slight problems of cultural diversity were evident amongst the males – mainly those around academic writing.⁴⁸⁵

[S] claims that there's a different style of writing between Germany and South Africa. I wonder if it's not his idea of Law writing -vs.- mine of Social Science. I insist on his keeping the reader by his side and clarity, and he says he likes to mystify the reader and make it all clear only at the end - i.e. not tell the reader the results at the beginning - an aspect he finds very odd. {MFP:1: Para 105}.

7.7 Topic

The node 'Topic' refers to comments made in consultation reports about the experiences of students in dealing with topics for their written assignments. I have included this as an analytical theme because I became aware both during my experience as a consultant and during my reading of the case studies that there were indeed gaps between staff expectations and students' understandings of tasks set (*cf.* Lea & Street, 1998). These often caused feelings of frustration and estrangement in students – from their work, their peers, their teachers, and from the institution. And here I present, as evidence, a brief overview of the existence of such gaps.

Misunderstandings of topics or parts thereof have resulted in problematic writing. This could be due to factors such as disadvantaged educational backgrounds involving little practice at writing, and to language difficulties. Building on Clark & Ivancic's (1997) point that writer-identities can be constrained by demands and expectations of readers, the fact that students' struggles with anticipations of what these expectations may be can add extreme stressors to their endeavours as writers. Often, tasks were framed by lecturers or tutors in academic language that is still jargon to new students. Action words need to be understood, and this is not merely a case of simple translation – there are much-loaded expectations attached to them whose understandings are specific to the (academic) cultural discourses. The power of obscure topics is that they can serve to lose the initiate and send them away. With confusion around these expectations of the often-unknown audience/lecturer causing difficulties in their writing, students can come to feel more intimidated and isolated and, as Thesen (1994) suggests, be silenced as a result, rather than welcomed into

participating in the culture (of academic writing).

Except in cases of highly scientific assignments amongst the undergraduates, the fact that the student's subject was out of the consultant's field of expertise was of little concern – usually the consultant could still offer some support to the student. However, it was more difficult when the consultant was not in the postgraduate student's field.

Examples of topics from each grouping and some comments on them are included in the endnotes.

7.7.1 Undergraduate Trends – Topic

Students came with a variety of undergraduate topics. There were a number of 'tough topics' – which consultants felt were inappropriate for the level of the students for whom they were set, or where the consultant struggled to make sense of the task, due to badly structured topics. Occasionally there were difficult readings as well.⁴⁸⁶

Female, home language, undergraduate⁴⁸⁷ students often come for topic analyses and consultants may have picked out from drafts that students had not understood their readings or topic requirements. Consultants may advise on containment of focus and ordering of argument and often the consultant and the student discussed the topics.⁴⁸⁸ There is nothing unusual with the group of male, home language, undergraduates⁴⁸⁹ in terms of topics – unpacking of topics with consultants occurred once or twice and a bit of guidance was given, where the consultant was able.

Lots of sessions with both male⁴⁹⁰ and female, second language, undergraduates⁴⁹¹ turned into extra tutorials for the understanding of content. Vocabulary of topics often had to be explained, as well as graphs used in them or the readings.

Female, foreign language, undergraduates⁴⁹² seldom understood topics and invariably needed them, and usually the readings, interpreted and explained. Thus most of these consultations turned into private tutorials. This was especially true for poetry analyses! There were also often difficulties with understanding topics, requirements and readings with male, foreign language, undergraduates.⁴⁹³

7.7.2 Postgraduate Trends – Topic

As most of the consultations with female, home language⁴⁹⁴ and second language⁴⁹⁵ postgraduates were around either long papers or thesis topics chosen by the students themselves, it was very seldom that topics or readings needed to be explained to these

students. Often, however, students and consultants discussed the topics. These students generally came in chapter by chapter when writing theses, or a series of long essays.⁴⁹⁶ With all groupings of male, postgraduate students, they simply presented their topics and discussed their writing on them with the consultants.⁴⁹⁷

7.8 Organisation

In Chapter 3, I mentioned some apparent cultural differences in written academic practices – for example, regarding the content of introductions, argumentation and dealing with other authors – that have arisen in my readings. I was thus interested in investigating such issues in my sample. The node ‘Organisation’ refers to structural issues dealt with over the actual written drafts in the consultations. Often patterns can be noted, when students repeatedly bring drafts – whether they are over the same assignment or chapter of their thesis, or different ones. In reflecting on this node, I may present profiles to show up patterns or talk about the most commonly arising issues for the grouping. Although, in some group profiles, I do use percentages of total visits for that grouping as indicators of the commonality of these issues, they remain merely indicators; consultants may differ in how they regard or report on an issue in a student’s piece of writing.

Before presenting details of organisational issues specific to groupings, I present a summary of Organisational issues, to give an overall impression of typicalities specific to groupings:

- Female, home language: cohesion, introductions and conclusions, coherence – related to content, referencing, and elaboration. Amongst the postgraduates, there were shorter cycles, mainly around issues of cohesion and coherence, focus and clarity. There was not much plagiarism, but were errors of referencing.
- Female, second language: focus, referencing and plagiarism, structure. And with postgraduates again, cohesion and coherence, focus and the issue of the student’s own voice (a sense of self) and sense of audience.
- Female, foreign language: coherence – due to linguistic difficulties, and with postgraduates, also cohesion, flow and focus and repetition.
- Male, home language: few patterns were evident, but with postgraduates, there were issues around the student’s own voice, integration of views and referencing and expression – needing to consider the audience – for example, with respect to

jargon, and of the need for elaboration.

- Male, second language: cohesion and coherence – focus and relevance, elaboration, conclusions. There were fewer patterns and shorter cycles – possibly due to usage patterns. Amongst the postgraduates: cohesion – which was content-related, and minor referencing issues. Amongst the second language speakers, there were few differences in gender with organisation. Notable is the oft-discussed use of headings amongst second language speakers – to help with structure and organisation.
- Male, foreign language: apart from language, there were more structural issues dealt with in students' writing and cultural differences in attitudes towards introductions were discussed with Germans.

7.8.1 Undergraduate Trends – Organisation

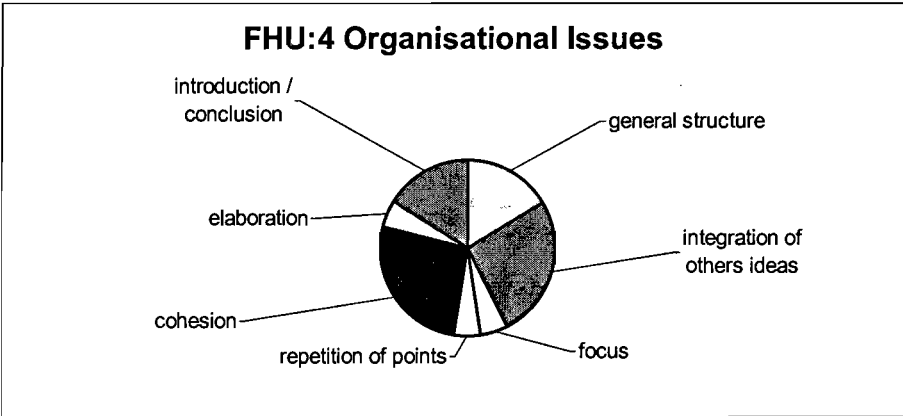
Home Language

The normal procedure for a consultation over a written draft is where the consultant points out and explains issues as they arise in their reading of students' drafts and, as the student becomes more at home in the Writing Centre and brings more drafts, they get more into working with the detail – fine-tuning the students' writing. Issues may come up over and over again – lessening in intensity through drafts, so that perhaps, eventually, the consultant merely needs to point issues out rather than explain them. It is possible that an issue appears to be finally mastered through drafts of one assignment, but that there is some 'backsliding' or regressing on the next – thus, generally there are repeated patterns before development is maintained in writing; this is inevitable in the process of real learning or taking on of skills, (see for example, FHU:23). In cases where consultation patterns were scattered or inconsistent, it was not possible to ensure lasting development of the student's abilities, even if bits of drafts had been seen.

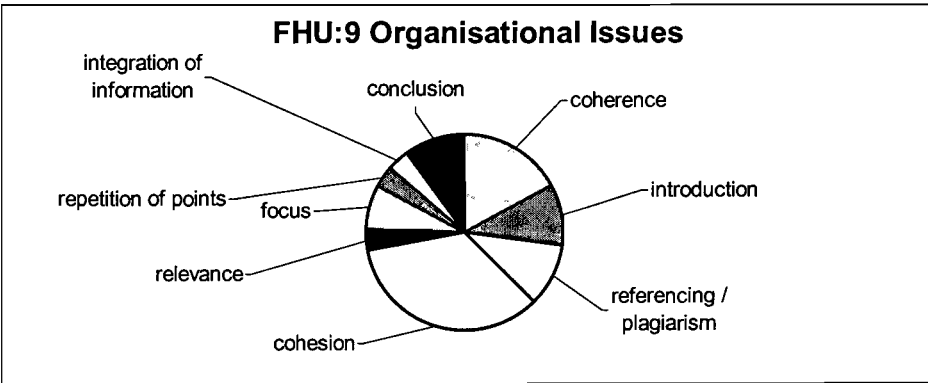
In terms of commonality of particular organisational issues dealt with, amongst the females, the following hierarchy exists here (with the numbers being percentages of the total visits of the group): The most common issues were those of cohesion – that is, the link and flow or logic of the written argument and coherence, relevance or focus, including repetition of points (45% of total visits of the group), and closely related to the logic of argument, the writing of introductions (12%) and conclusions (13%), and the need for elaboration, clarification or definition (13%). Issues relating

to referencing techniques and plagiarism were also quite common (10%). Help with general structure (7%) and integration of information or ideas of others (4%) was also often needed. Other issues were the explanation of elements of writing particular types of assignments – such as essays, reports, memorandums or parts of research reports – such as methodology or results sections, synopses and case studies (5%), expression, register or a sense of audience (6%), conceptual understandings of readings or advice on readings used (2%), planning the essay (1%) and layout (1%).

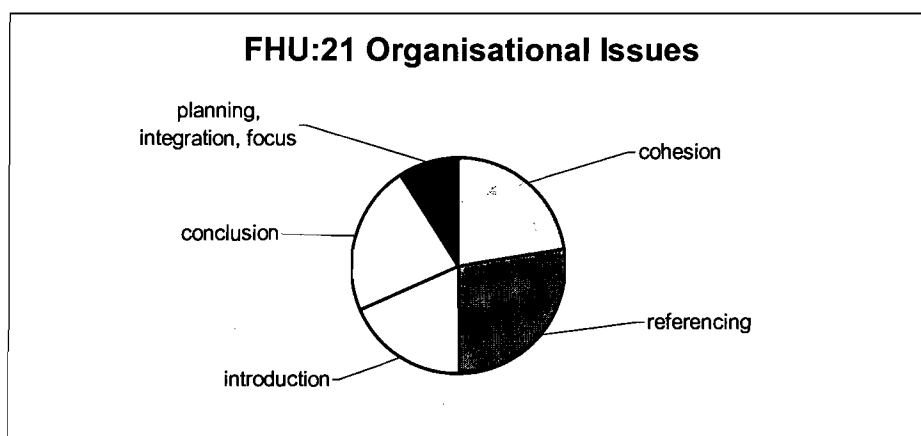
By way of example of patterns, firstly, I present some indications of repeated dealings with similar issues with individual students, to give an idea of how the issues need to be repeatedly dealt with for learning to take place. Where numbers are given, they refer to percentages of the total visits for that particular student:



FHU:4: general structure (13), integration of others ideas/plagiarism, coherence (21) focus (4) repetition of points (4), cohesion (21) elaboration (4), introduction/conclusion (13), Other issues dealt with were: results, organisation comes together.



FHU:9: coherence (24), introduction (14), referencing – plagiarism (14), cohesion (48), relevance (5), focus (10), repetition of points (5), integration of information (5), conclusion (14), Other issues dealt with were: readings, elements of memorandum.



FHU:21: cohesion (29), referencing (35), introduction (24), conclusion (29), planning, integration, focus (12), Other issues dealt with were: definitions, own voice, elements of report writing, methodology, results, repetition, clarity, expression, layout.

Secondly, I illustrate the cycles of issues dealt with in the following profiles; in other words, these refer to issues dealt with consecutively through the students' visits – with similar issues being 'revisited', so to speak:

- **FHU:7:** organisation — focus — introduction — focus — coherence — cohesion — focus — readings used — coherence — introduction — elements of essay writing — coherence — organisation — voice — use of case study — use of subheadings — organisation — introduction — referencing — coherence — cohesion — elaboration — integration — conclusion — elaboration — integration of information — conclusion — conclusion.
- **FHU:20:** voice — introduction — coherence — elaboration — coherence — vocabulary — coherence — clarity — conceptual understanding — cohesion — voice — introduction — referencing — elaboration — focus — conclusion — introduction — focus — cohesion.
- **FHU:23:** planning — focus — organisation — introduction — conclusion — cohesion — focus — synopsis — conclusion — cohesion — introduction — elaboration — focus — elaboration — elaboration — relevance — elaboration — clarity — focus — cohesion — layout — expression — referencing — cohesion — referencing — conclusion — layout — clarity — elaboration — relevance/focus — relevance/focus — relevance/focus — relevance/focus — elaboration — clarification — relevance/focus — conclusions.

Details of such patterns or cycles are illustrated in the following profiles. I would like to point out that in these profiles, it is not necessarily the same assignments that are dealt with each time. (Other profiles are available in the endnotes).⁴⁹⁸

At **FHU:9's** first consultation, there was a lack of organisation reported, which had prevented the development of an adequate argument, despite her interesting and original ideas.⁴⁹⁹ Issues such as cohesion in her writing, introductions and referencing were dealt with here. Cohesion came up again in the following visit, although she had picked out some good points.⁵⁰⁰ Issues around relevance, cohesion and structuring the conclusion were dealt with at the next visit as well.⁵⁰¹ Similarly, at a later consultation, she was helped with the integration of information and grouping her ideas.⁵⁰² And again, at a further one, where her lack of confidence was mentioned and the discrepancy between her lucid verbal explanations and her chaotic written ones.⁵⁰³ Similar and various issues were dealt with through a number of further consultations, although gradually less intensively – with disappointing backslides into old habits especially in pressured times.

At one of **FHU:4's** first consultations, the consultant reported that the draft was badly structured and worked with the student on organising her content into the relevant sections required for the task,⁵⁰⁴ and during the consultation, they also addressed the issue of plagiarism in the student's writing and the consultant advised her on how to integrate the ideas of others correctly. At the next consultation,

although there was some improvement in the organisation of her paragraphs, there were still problems with cohesion – her ideas were difficult to understand and her argument did not flow smoothly, due to this dispersion.⁵⁰⁵ A few consultations later, there was some collaborative work done on restructuring her introduction so as to make it cohere with the main body of her essay, and on the structure of her argument, in terms of cohesive paragraphs that together formed a coherent argument.⁵⁰⁶ And a few consultations later, on reading a draft of a report the student had written, the consultant noted that the first part, a literature review, was well organised and clearly written, but the section on her results, reporting her findings from interviews she had conducted, had lapsed in coherence. In other words, with a change in genre, the student had struggled again with the integration of information and ideas, and with cohesion.⁵⁰⁷ Her organisation came together following this consultation. But again later, with a new task, her structure fell apart with the mixing of facts and lack of cohesion and coherence in her argument.⁵⁰⁸ And this cyclical pattern continued.

With the males, the process was swifter – in that students apparently picked up quickly and tried out the suggestions of consultants. There was a fair amount of dealing with referencing aspects and link and flow, but not really much in the way of general patterns; consultants worked with different students on issues specific to them. I feel that each of these were exceptional cases rather than typical of or common to the group. Thus, I present three of their profiles in the endnotes,⁵⁰⁹ (the fourth hardly brought in written drafts).

Second Language

Often, with females, it is some time before *drafts* are responded to or discussed in a consultation. Profiles⁵¹⁰ of organisational issues dealt with when drafts were seen in this group, again give an idea of the ‘work and rework’ cycle – where the consultant would usually explain issues for a while at first and then merely be required to point out the needs to be attended to and remind students of these before the correct practice or learning sinks in.⁵¹¹

With males, most common were issues of cohesion (26 instances) and coherence (13)⁵¹² in writing – these occurred in almost all students’ writing and often came up again as issues in follow-up consultations. Related to this are issues of focus and relevance (15)⁵¹³ and suggestions on content (5). Other issues were drawing conclusions (14) and writing introductions (9), issues of elaboration (12), and repetition (6), referencing (6)⁵¹⁴ and writing bibliographies (2), plagiarism (2), integration of illustrations (1), presentation of tables (1), subheadings (4) – often suggested in order to try and address difficulties with focus and organisation in writing, general organisation (3), conceptual misunderstandings which affected writing (4), elements of types of assignments (2), syntax (2), the expression of the students’ own voice (1), integration of information (1), format (1), mind-mapping (1).

However, repetitive patterns of issues arising through the process are much fewer than with female undergraduates – possibly due to brevity and other natures of consultations; these students seldom consulted on the same assignments more than once.⁵¹⁵

Foreign Language

There is again, a noticeable difference between issues dealt with in consultations with the female African and European foreign language speakers and the Asian foreign language speakers. With the two non-Asians, in response to draft readings, consultants dealt with issues around focus in their writing, introductions and register – fairly normal organizational issues for home language speakers, and not very intense.⁵¹⁶ Consultations with the Asian students were spent explaining vocabulary and interpreting topics and readings. These students brought in fewer actual drafts and then still, consultants dealt with issues due to linguistic (mis)understandings – which affected the organization and flow of their writing.⁵¹⁷ I offer one profile of a male, foreign language student in my endnotes⁵¹⁸ – the other does not give enough of a picture with regards to such issues dealt with over his drafts.

7.8.2 Postgraduate Trends – Organisation

Home Language

Issues with females were of a shorter duration – needing less explaining and explaining less often than with second language speakers. Improvements were usually fairly quick.⁵¹⁹ And when issues reappeared, or there was some regression, it was usually due to the student transferring to a new genre, but again, recoveries were rapid.⁵²⁰

Cohesion & coherence within drafts was discussed a lot,⁵²¹ as was focus and relevance, and clarity and repetition.⁵²² Reminders needed to be made for elaboration or justification,⁵²³ and students' own voices needed to be heard more clearly, for example:

[S's] voice?? – Sometimes feels like a cleverly sewn together list of others ideas {FHP:9: Para 87}. Introduction: Reference after almost every sentence. – It fits together nicely but where is [S]?? This is characteristic of whole report.... Are spaces where [S's] view could be expressed – e.g. after listing criticisms of various authors on a particular model. ...Perhaps more linking sentences between sections? {Para 106}.

Lists of others' ideas needs your comment. You're listing not conversing {FHP:10: Para 21}.

Talk to your quotes when you do use them – has stuck different quotes together and no sense of own voice {FHP:16: Para 14}.

This section is an ANALYSIS – YOUR interpretation of findings – what do you read into it; what

are the implications; further questions? What does it tell you? {FHP:21: Para 96}.
Own voice is unclear. Same reference repeated in multitude in same paragraphs. NB: John is Your case under study; Wolf was not talking about John {FHP:4: Para 17}.

Expression was dealt with quite often.⁵²⁴

Don't use clichés – e.g. baby with the bathwater stuff. ...Don't have one-sentence paragraphs.... Lots of fluff {FHP:10: Para 21}. *Careful of clichés or throw-away statements. Careful of making assumptions* {Para 68}. *sometimes your sentences don't say what you must have meant – e.g. 'The importance of Bowlby's (1988) theories illustrate the effects of separation of a child...' perhaps distinguish between what you know (fact) and what you assume – your interpretation* {Para 97}.

Tables, examples and illustrations were also discussed, usually with students needing to refer to these in their texts.⁵²⁵ Introductions and conclusions were also touched on regularly.⁵²⁶ There was noticeably less plagiarism than with second language speakers, however, although there was not much of an issue with plagiarism, the technical aspects of referencing often came up as issues in discussions over students' written drafts.⁵²⁷

Again, in the grouping of male students, there were repeated patterns of similar issues – students' writing improved through the process of one assignment and then regressed in new assignments. The issues of the expression of students' own voices, and related issues of the integration of views and referencing were often dealt with. An example of these issues from one student's profile follows:

At first, there was no sign of **MHP:1**'s own ideas; he was afraid of plagiarism accusations and thus looked for his ideas in others' writing. He referenced every fact he mentioned and neglected to give his own opinion on any of them, or to compare the opinions he related with each other.⁵²⁸ More clear and active expression was encouraged and the integration of his own views (and voice) were dealt with again later,⁵²⁹ and his dependency on other authors' views was maintained, still with a reluctance to engage with them or to engage them with each other, thus forming no argument or logical flow in his content.⁵³⁰ And here, the consultant wrote, *This is an interesting case of another extreme of referencing (: Paranoia!) - he's too concerned about finding and mentioning other peoples' ideas - or sourcing his own ideas in other people - he defaces himself as an authority - losing his own (very clear and valid) argument through an inability to find it in (apparently) more powerful authorities*⁵³¹ – he was still hiding behind his authors – with no clear evidence of his own voice. He and his consultant talked about the integration of views and the need to engage with them.⁵³² But when he did not need to 'reference', his flow and writing was impressive: *The second section, his Case Study, was very different - it flowed well, containing a good introduction, explanation/story and conclusion - I think mainly because [S] wasn't stunted by the perceived need to talk through others*.⁵³³ And this happened under test conditions also, in which he performed very well.⁵³⁴ Patterns continued, with the consultant regularly reminding him about his tendencies and needs regarding the use of references in his writing. These issues did lessen gradually, eventually dwindling down to technical issues.⁵³⁵

Other common issues were those of elaboration, consideration of the reader and related issues of focus, cohesion, repetition and condensation.⁵³⁶ Again, I extract from [MHP:1]'s series of consultation reports to illustrate:

The first draft reading raised issues of focus, repetition and cohesion.⁵³⁷ And the next stated the need to improve his referencing techniques, engage with his readings and provide space for his own voice and ideas. He was also advised to make use of examples to elaborate upon his arguments and given advice

on general structuring details and drawing conclusions.⁵³⁸ The following consultations dealt with repeated issues – of referencing techniques,⁵³⁹ the need for his own voice,⁵⁴⁰ *He said that he had been 'bust' before - he used to read all the stuff he could and then write down ...what he had gathered from it all, but now when he thought of an idea, he would go and search for it in one of his readings (so that it belonged to someone else!)*, the need for elaboration or detail to his arguments and conclusions to his sections, and issues around paragraph formation⁵⁴¹ His writing improved through drafts and consultations over one large project, and then old issues returned when he began to consult over a new project. However, the consultant needed merely to point them out rather than explain them in depth as he recognised them and felt able to correct them himself.⁵⁴² Following consultations dealt with old issues, but again, in a lesser manner.⁵⁴³ Issues of expression / register, cohesion, clarity, introduction, cohesion, audience recurred still, in a later consultation – but more so as reminders.⁵⁴⁴

Second Language⁵⁴⁵

Here and elsewhere, it is interesting to note how often the issue of headings comes up; headings prove useful for organisation – in terms of cohesion and focus. Cohesion and coherence⁵⁴⁶ and the expression of student' own voices as well as drawing conclusions,⁵⁴⁷ were the most common issues dealt with – in other words, students struggled with focus and a sense of self, and of an audience in their writing.⁵⁴⁸ There were also many content-related issues.⁵⁴⁹ Consultants often pointed out badly structured or illogical arguments – with parts of the whole written piece not relating to each other or linkages between them not being made explicit to the reader and some information being repeated.⁵⁵⁰ With regards to the issue of the student's own voice; basically students 'spoke' through others – often listing quotes from their reading without commenting on them.⁵⁵¹ There were often issues around referencing, – *but* except for occasional plagiarism, these were *lesser* referencing issues, such as neglecting to reference tables, to list all the references in the bibliography or being consistent in format.⁵⁵²

Similar to the home language speakers, the integration of illustrations was also often dealt with, with students not seeming always to understand the importance of referring to illustrations in their texts. Often students would repeat information given in tables, graphs or illustrations in the text. It was also often necessary to encourage students to make these illustrations easy to read,⁵⁵³ alternatively, to present data in tabular form enabling more clarity of discussion, labelling or acknowledging tables and illustrations appropriately, placing them appropriately and advice may also include technological information, such as how to format tables.⁵⁵⁴ All of these usually improved quickly with guidance and as a result of discussions with consultants and/or supervisors.⁵⁵⁵ There were no obvious differences amongst genders in this grouping.

Foreign Language

Cohesion, flow, focus and repetition – all related issues, were commonly dealt with in discussing female students' writing.⁵⁵⁶ Although there are some organizational issues in reports of consultations with males, these seem to be strictly structural issues, many are related (or due) to language difficulties and some due to cultural diversities, for example, the issue of introductions. One of the German students explained that whereas the consultant was trying to get him to give his reader a sense of where his writing was going to go in his introduction, he was used to the tradition of keeping the reader in the dark – being 'mystical' in his introduction, and 'shedding light' in his conclusion. Again, similar issues were dealt with repeatedly.⁵⁵⁷

7.9 Written Language

This node refers to actual language issues dealt with in consultations – for example, grammatical and syntactical. With groupings other than home language speakers, consultants were often confronted with the issue of how to help students with their language. Consultants are not employed as language tutors, and although lecturers often send students to the Writing Centre with the idea that their language could be attended to there, this is a misconception of the service offered – as is the expectation of some students and some teaching staff for the Writing Centre to offer an editing service. Appropriate language tutoring would require a different context, involving regular lessons and monitored exercises in the first instance. On occasions, consultants have indeed found themselves editing students' written language, however, as this is time consuming, resource intensive and of little developmental benefit to the students in its mere form, consultants are dissuaded from doing so. When issues around language are pressing, depending on the issues and circumstances, consultants may recommend English lessons (– usually at private language laboratories or institutions, for which the students would have to pay, as there are no such resources on the campus), or correct short sections of the student's writing – preferably together with the student, explaining them to the student as they do so – and leaving the student to do other sections on their own – as a form of modelling for the student. However, usually the neatening up of language is one of the last issues to be dealt with in a series of consultations with students over their writing tasks. Invariably, other writing issues need to be dealt with first, such as an

understanding of the culture of academe – involving, for example, an understanding of the purpose of writing in higher education, the establishment of an identity as a writer, consideration of the reader and the accumulation of knowledge, opinions and feelings (cf. Clark & Ivanic, 1997), and also adequate techniques of approaching assignments in academe. (Grammatical competence and discourse competence are but two aspects covered by Verhoeven's (1994) term 'functional literacy' [see Chapter 3]).

A brief indication of written language issues particular to each group follows.

7.9.1 Undergraduate Trends – Written Language

Home Language

Her language was dense, wordy and sententious {FHU:4: Para 216}. misuse of words such as 'therefore', 'thereby', 'and thus' (i.e. not serving to link 2 ideas adequately). ...I reminded him of the need to check his spelling, grammar, layout, consistency of tenses and terms used (e.g. with hyphens), that acronyms and other terms used were explained, and to watch out for long sentences with no commas, etc {MHU:3: Para 24}.

With home language speakers, in terms of language issues dealt with in consultations, it seems to be generally surface errors and usually, the process followed is that the consultant points out the issues and leaves the student to correct them. Most common are those of punctuation, sentence structure and spelling. In addition, there was occasional inappropriate expression or discourse. Seldom did consultants have to spend much time on language issues. Usually language improved in subsequent drafts.⁵⁵⁸ There was one case of the consultant correcting written language with the (male) student, and a couple of requests to explain keywords.

Second Language

'Many of us students directly from high school, have passed out metric with flying colour' {MSU:20: Para 21}. Learning English is still a major problem for me since I have a kind of disturbance in my brain because of a severe headache which sets in every week. But I started learning it while at boarding school because the medium language was English and the majority of staff were English speaking people. The major problem is that because no one is highly educated at home the language we often use is our home language (Tswana) {FSU:7: Para 108}.

There were many issues of grammar explained to these students – mainly around concord, tenses, spelling and punctuation, sentence structure and skipping articles.⁵⁵⁹ There was also a common tendency – especially evident amongst male students – for long-windedness.⁵⁶⁰ Sometimes language issues were minor, and simply needed pointing out to students, who were able to attend to them on their own.⁵⁶¹ Occasionally, consultants had to translate task words and readings because students had misunderstood them and gone on the wrong course.⁵⁶² Plagiarism was fairly easy

to pick out in students' writing, due to changes in language and expression.⁵⁶³ Otherwise, there were issues of meaning being obscured, circumlocution, repetition and generalizations – all of which could affect each other.⁵⁶⁴ Conceptual problems were usually more important to deal with than linguistic, and thus took precedence, but when these were cleared up, consultants dealt with linguistic problems. Students sometimes did not worry about linguistic errors on their own and were directed to attend to them by their consultant; and sometimes with consultants merely needing to point errors out.⁵⁶⁵ And at other times, they worked with students at correcting their language, explaining as they went, and leaving the student to do more on her own – in this way, the consultant was modelling for the student.⁵⁶⁶ However, there were also some severe language difficulties,⁵⁶⁷ and in these cases, consultants would try to explain to students – sometimes in written feedback as well, they would also model for students and where necessary, they may recommend extra lessons or other mechanisms (such as the use of a tape-recorder) or practice readings. On occasions, some consultants referred students to appropriate language guidebooks, such as the Collins Cobuild English Usage, of which there is a copy in the Writing Centre.⁵⁶⁸ Of course, the tension around academic writing could make language worse.⁵⁶⁹ But, often writing merely needed proofreading by students, who were not concerned with or practiced at it.⁵⁷⁰

Foreign Language

She also had the habit of using words that she came across in books without really knowing what they meant. Also used phrases instead of full sentences, also attributed this to the fact that she is a foreign language speaker. Tense inconsistencies are also evident throughout her essay {FFU:2: Para 79}.

His language problem has already been mentioned - and this, of course, affects the level of discussion, organisation and flow of his writing. ...He mentioned that he just passed last year and that he is already running into difficulties this year due to his problems with English as a foreign language. He does attend a language centre in Gardens once a week but finds it unhelpful. I did mention that we did not serve as an editing service, however I pointed out and explained his language errors, and together with him, reworked many sentences {MFU:1: Para 95}.

Naturally, language was a major issue here. The Writing Centre was often perceived to be the only resource for help for foreign students on campus. Thus, there were more demands from them, for example, for correcting and for more and longer consultations.

A couple of female students became over-reliant on the Writing Centre – coming three to four times a week, and in one case, three times in one day. And indeed,

consultants did sometimes find themselves simply correcting students' written language when confronted with drafts. Generally, language issues arose in terms of there being much interpreting and explaining the vocabulary of topics and sometimes readings and poems on which topics were based. However, consultants did not always see written drafts on these topics – thus, concerns over language understanding may have hampered dealing with other issues in consultations. Students came more often needing interpretations of topics, vocabulary and a few poems – line by line. Poems were particularly difficult due to metaphors and imagery.⁵⁷¹ When written assignments were dealt with, language was still more of an issue than in other groupings, and consultants generally dealt rather with issues such as vocabulary and tenses and only occasionally moved onto issues such as cohesion (see Section 7.8: Organization). There was a fair amount of plagiarism – which was easy to pick out due to the better quality of language.⁵⁷² A few times, when consultants referred these students to relevant helpful materials, students were impatient, complaining that they did not have enough time to study these.⁵⁷³ Inevitably, language improved when students were well acquainted with their subject – even, as in one case, if it was Linguistics!

[S] was obviously more comfortable with this subject-Linguistics - as she was dealing with a medium which she understood and was clearly passionate about. Although her draft had many grammatical errors, it was much better than her drafts on the Archaeology assignment. She was repeating Linguistics 2 which also helped. I showed her how to correct her lang. errors and where there was ambiguity of meaning. I also told her to emphasise her main points as they tended to get lost in academic argument. Finally I tried to get her out of the habit of beginning a new line with a comma which belonged at the end of a previous line {FFU:6: Para 64}. Interesting with this student was that her language improved dramatically when her essays were for her linguistics course – a subject she knew well.

Both male foreign language students were very bright, and conceptually good generally. They struggled sometimes to understand concepts in English and more often than not, to express themselves in English, most especially in their writing. This, of course, was frustrating for students. Consultants usually dealt with syntax closely when it interfered with intended meaning (which was often the case), but it was a secondary concern when the intended meaning could be understood.⁵⁷⁴ Consultants did not take on the role of language teacher or editor officially but one of them did work closely with [MFU:1] and his writing – over three years, and she very obviously added to his English language development over this time. She worked for hours on language with this student – usually editing in front of him, because she did not always know what he was trying to say and thus could not edit in his absence. There was, needless to say, a close correlation between language clarity and feelings of

panic or confidence – and time pressure and affirmation as well.⁵⁷⁵ Experience with this student highlights the extent to which linguistic errors can obscure meaning to the extent that the reader is not able to assess correctly a foreign student's conceptual understanding of the content of an assignment. Some genres were better or more suitable than others; Oral presentations were much easier for these students.⁵⁷⁶ During one consultation with [MFU:1], his consultant noted that he was very coherent when he explained to her verbally what he was trying to say in his writing. She suggested he record his verbal explanations and then transcribe them. This proved a most beneficial exercise for him.⁵⁷⁷ It was also possible for this Science student to make more use of tabular presentations, which could lessen his linguistic difficulties to some extent.⁵⁷⁸

7.9.2 Postgraduate Trends – Written Language

Home Language – Females

Expression - sense is often lost. Sometimes feels like she's trying to put too much into one sentence. Keep sentences simple - 1 idea/point per sentence. Direct language (not flowery) and 1 theme per paragraph. Uses 'business' to refer to one specific and generally in same sentence - confusing - must be specific {FHP:21: Para 48}. ...Language: I made lots of suggestions for rewording or reordering of sentences. There was odd expression at times. Lots of chatty language and loose terminology - needs formalising. Also needs to keep tenses consistent. Give findings in present tense. Also be consistent in terms - tendency to jump terms - e.g. company/'industry'/organisation'. I'm curious about your use of the term 'champion' ?? Can't say 'It was agreed..' or 'It was suggested..' or 'A note of warning was provided' - by whom??? What about names of CSF's in italics? Tendency to change fonts - watch for these. Editing is needed. Lots of syntactical aid from me - concord, plurals, tenses, expression. - It's difficult avoiding editing here {Para 200}.

Many language issues arose in these female students' draft readings – it seems that the students themselves tended to worry less about their language, and it was common for consultants to point out to them that they needed to edit for spelling, punctuation and sentence structure, as well as to proof-read their drafts themselves for issues of verbosity or repetition and more formal expression. Often, consultants pointed out sexist language and conventions regarding the use of 'I', 'you' and 'we'. Occasionally, plagiarism was pointed out – usually noticed due to changes in language – but this usually occurred due to a slip in referencing or to ignorance of conventions, and was easily rectified.⁵⁷⁹ Generally, surface language issues were worked with in consultations towards the end of the draft writing process – unless meaning was affected, in which case, they were looked at in more detail.⁵⁸⁰ Only sometimes, was it necessary for the consultant to model for the student.⁵⁸¹ Students seemed keen for consultants to take these (language-editing) tasks on in their draft readings.⁵⁸² Occasionally, the student was more concerned with language than

anything else, but usually their consultant dealt with other issues (the ‘bigger picture’) first.⁵⁸³

Home Language – Males

Expression: I suggested some re-wording; His writing tended towards being too passive and technician - as well as a bit obscure - I felt it needed some life in it - some involvement of the author. [S] still seems reluctant to voice himself - and this is a pity because he certainly has a lot to offer - in terms of his own ideas. I advised him to stop referring to ‘...the purpose ...[/remainder/structure]... of this essay’ after the introduction, rather than using it throughout his essay. Also tends towards verbosity: e.g. ‘There are a number of varying definitions for the term Information Resource Management which, although seem to mean different things to different people, they do, however, according to Beaumont et al (1990), have a central thrust, which is the management of the information resources as an organisational asset rather than focussing on technology’...Be simple, explicit and direct - e.g. define ‘Information Resource Management’ as a whole term rather than 3 separately defined (and referenced) words {MHP:1: Para 129}.

Most of the language work with males revolved around expression – for example, with the writer needing to be more lucid, assertive, or to consider his audience – for example, with respect to jargon. Minor grammatical errors existed but these were pointed out and left to students to correct (with occasional editing by the consultant with the student of short sections to give them an idea of what was needed). Generally students picked up quickly on all the language issues and improvement was noted in following sessions. There was one case of plagiarism – it would appear, due to a lack of knowledge of conventions.⁵⁸⁴

*Warned him not to let journalistic style obtrude in academic thesis {MHP:2: Para 392}.
Register is very informal/casual - too much so {MHP:3: Para 27}.*

Second Language – Females

However, as before her paragraphs were not always cohesive, and syntax remained a problem though less so than in the previous essay. The main issue, though, was that her own voice was not clearly distinguished from those of the authors she had quoted. She had attempted to do this by starting sentences with ‘I think’ or ‘In my opinion...’ but then these thoughts were interspersed with the views of others so that it was difficult to discern exactly what her thoughts or opinions were {FSP:7: Para 76}.

Language was dealt with according to its severity (– and that of other issues in comparison). It was not necessarily a priority – especially at the beginning of the consultation process. However, improvement *does* occur.⁵⁸⁵ The consultant may advise a spell check or grammar check. Some consultants used Cobuild – not all found it resourceful to give students rules of grammar. Most students would have some knowledge of rules – for example, of concord – but knowledge of the rules of grammar did not necessarily eliminate grammatical errors in practice. Occasionally, extra language lessons were suggested, or techniques such as talking into a tape-

recorder and transcribing it into written form.⁵⁸⁶ Sometimes syntax affected clarity of meaning and had to be attended to with the student and consultant working together.⁵⁸⁷

I found some sentences difficult to follow and wondered whether she understood what she was writing about in these instances; however, questioning during the consultation soon revealed that this was not so, as she gave very fluent verbal explanations of the points at issue. I accepted, therefore, that the lack of clarity was solely due to difficulties with syntax. Thus, much of the consultation time was spent helping her to express her thoughts more clearly once I had established what she wanted to convey {FSP:7: Para 62}.

Other common language issues that may have been pointed out or noted by consultants and probably to students, were: tenses,⁵⁸⁸ spelling and punctuation, and concord errors. Long sentences, circumlocution or verbiage was also common in second language writing and consultants would spend some time talking through and modelling rewriting of sections with students.⁵⁸⁹

Language: Syntax errors - needed rewording. Long sentences - sometimes running into 20 lines! I advised her to write shorter, simpler sentences, with one idea per sentence. We reworked some sections together, but I'm afraid she is going to have to self-edit or employ someone - I don't have that sort of time {FSP:21: Para 184}.

Expression, word choice and issues such as incomplete sentences or repetition were also touched upon quite often.⁵⁹⁰

Part of the problem too, I think, is that [S's] language is very 'loose', so we concentrated on rewriting some of her sentences in more academically acceptable language. The preamble to this was a long lecture on my part about different language discourses and how she needed to work within the framework of the language specific to her discipline because of specific audiences and so on. I hope she took some of it in {FSP:21: Para 26}.

When language affected students' understanding of their topic or readings, there was a more pressing need to deal with it, and consultants usually fell into translating or interpreting these for students – with the consultations sometimes becoming private tutorials.⁵⁹¹

I went through each of these steps slowly, and ascertained by questioning her what it was that she did not understand about each step. I then explained, in simpler language than that used by the tutor in his written instructions, what each phase of the task required, according to the tutor's instructions. I looked at the assignment as set, to ensure that I had interpreted the task correctly. It was worded in a very verbose manner (in typical legal fashion!) and it was therefore not surprising that she had experienced difficulty in interpreting it. I found that there were several words and phrases that she did not understand; I explained these and attempted to focus her attention on the essentials of the task. It seemed from this exercise that the tutor's suggestion was indeed the best way to approach the assignment {FSP:2: Para 41}.

Other issues: I'm not sure she always understands her readings - this was confirmed for me when I asked her if she knew what was implied by 'a blue garter' and 'a blue apron' - which she'd written about. Body ends (p23) oddly - listing crowd scenes she hasn't discussed. (What point?) Conclusion needs some rewording/syntax editing. (- Strong drink wasn't a solution to escape and forget), otherwise it's ok. Bibliography needs consistency of layout. 'uncontrol' = 'lack of control'. 'craze' = 'crazy' {FSP:19: Para 162}.

I had to unpack the topic for her. This required detailed explanations of what the terms 'comprehension', 'coherence' and 'cohesion' referred to and give her some examples. I also had to go through the passage given and explain what it meant. ...I'm very concerned about [S] - she is struggling so much with the language here - and she is training to teach it! {FSP:21: Para 166}.

And there was a fair amount of resorting to plagiarism.

Second Language – Males

In reading the draft I had found many sentences that were difficult to understand. I asked him to explain these and in some cases it then became evident that the problem was due solely to poor syntax. This was easily rectified. However, there were several instances where he could not really explain his meaning and it was obvious that he did not really understand what he was writing about in these cases. I advised him either to ascertain the meaning (preferably by consulting his tutor for clarification) or omit the points that he did not understand. In this respect I was disappointed in him, as my impression from his previous consultation had been that he was quite well versed in his subject. It appeared that he was better at verbal communication than writing {MSP:12: Para 69}.

There were many errors of grammar or expression⁵⁹² and word choice.⁵⁹³ Consultants dealt with these by correcting, together with the students and perhaps, when the relationship was established, in written feedback. Language was worked on last, when other issues were sorted out; more time was spent on it when meaning was affected (which could indicate conceptual problems).⁵⁹⁴

It was possible in this consultation to focus almost entirely on linguistic issues. There were some grammatical errors but these were minor; the main problem was misuse of certain words and phrases. He had a tendency to try to use 'grand-sounding' expressions without really understanding them and some of the results would have put Mrs Malaprop in the shade! I advised him against this practice and helped him to find simpler and more apposite words or phrases where necessary. I was pleased that his progress in other respects had been so good that I was able to make such comparatively minor issues the focus of this consultation {MSP:4: Para 72}.

I gave him extensive written feedback on his linguistic errors so that I could devote the consultation time to helping him to reorganise his points in order to improve cohesion within sections and avoid repetition {MSP:9: Para 136}.

Circumlocution and grandiose language was common with students trying to 'sound academic', for example, with big words that students did not understand.⁵⁹⁵ One or two students became very despondent over their language difficulties.⁵⁹⁶

Some students were sent by lecturers (especially the Science lecturers), specifically in order to improve their language and in these cases it was usually possible for consultants to work with students to some extent on their language.⁵⁹⁷ Some students tried to leave editing to the consultant, soon learning that this was not acceptable.⁵⁹⁸ In fact, often students came for the first time at the editing stage – towards the end of their thesis writing. Plagiarism was resorted to occasionally when students were struggling to understand (readings or subject matter) and thus, normally the consultant would spend time clarifying for and explaining to the student.⁵⁹⁹

Foreign Language – Females

Apart from this, the only problems were the usual syntactical errors of the student whose first language is German and who is thus used to a different word order in sentences, and the use of some words in the wrong sense. I gave her written feedback directed mainly at the syntactical difficulties, and suggested more apposite words where necessary {FFP:2: Para 39}. From the purely linguistic point of view another problem was her syntax, which was worse than ever. Some of her sentences were completely incomprehensible and I had to question her during the consultation to determine what she had intended to convey before I could attempt to help her to clarify such sentences {Para 66}.

As mentioned, consultants spent more time with these students talking them through topics and explaining their readings rather than working with their writing. However, when writing was brought to consultations, there was much concentration on syntax, grammar and vocabulary and occasionally long sentences (this in contrast to the popularity of long sentences in second language students' writing) – sometimes these were tackled in written feedback and sometimes together with the consultant.⁶⁰⁰

Foreign Language – Males

Punctuation - the comma issue has become a joke between us; he doesn't understand the English obsession with them! English expression is difficult. Often spells as a word sounds. Confuses verbs and adverbs. Fair amount of repetition. ...For me to edit this is like me rewriting it {MFP:1: Para 127}.

All of these students struggled with English – typical problems were spelling, punctuation, tenses, plurals and vocabulary, which led into issues of repetition and long sentences,⁶⁰¹ obscurity of meaning, sentence structure and expression. Students often left out articles – they may not exist in their own language – and they also often used quaint or sexist language as a result of trying to write in a foreign language (– or two as the case may be in Law – which does have quaint terms of course).

Sometimes it was very easy for consultants to fall into the practice of merely editing, but this was not always actually possible without the student present, because it was difficult to work out what they were trying to say. This was rewarding in a couple of cases, where consultants and students worked closely together on correcting or editing their written language, and the student was interested in improving his language, and thus made time for it and his language did indeed improve. Although one of the students was concerned about his language pulling him down, he felt there was little time for learning it and thus it took longer. His consultant patiently showed him ways of improving his writing and explained her corrections and gave him notes from the Cobuild English Usage, but the student did not look at them. Nevertheless, some improvement was noted at the end of his second degree, through which he

worked with the Writing Centre.

Lecturers in Law, Medicine and Science were apparently concerned (– possibly fussy?) about the English in students' writing, although they did not take it upon themselves to sort it out with the students, (should they have?). Law supervisors tended to correct for the students – without explanations.⁶⁰²

7.10 Suggestions Made

Here, I would like to give an idea of what happened in consultations and the sorts of advice given to students who consulted the Writing Centre. The node, 'Suggestions Made' refers to methods used or advice given to students by the consultants. These should give an illustration of how consultants attempt to help induct students into the academic culture and its discourses. They usually take the form of 'tips' from the more acculturated to the lesser. However, they can also be more a matter of one already culturally absorbed individual consulting another, as an equal, for a response to their ideas or written work – as I may do to a colleague – still checking on their process of meaning making and the communication of meaning made.

I present first, an overview of suggestions made, typical to groupings:

- Female, home language: generally involved discussion of topics and ideas, some tutoring and lots of modelling, and amongst postgraduates, various 'nitpicky' suggestions, in response to draft readings.
- Female, second language: there were patterns – of unpacking tasks and modelling and explaining and planning together and much explanation of elements of essay writing and referencing, and affirmation and encouragement of independent work. Amongst the postgraduates, there was a lot of careful close work, and lots of modelling – of expression, referencing techniques and language.
- Female, foreign language: consisted mainly of interpretation and explanation. Amongst the postgraduates, there was much discussion on clarification of meaning, urges to see supervisors, and on working relationships with the consultants.
- Male, home language: consultants responded to students' writing where necessary. Amongst the postgraduates, there was a lot of engaging with topics. Consultants occasionally modelled written language or editing for students.
- Male, second language: generally involved explanations and interpretations of

topics and readings, and modelling for syntax and expression amongst the postgraduates.

- Male, foreign language: involved much close work together – around language and organisational issues. Postgraduate consultations involved lists (of issues in their writing), alerts, explanations modelling and affirmations.

7.10.1 Undergraduate Trends – Suggestions Made

Home Language

There were fewer suggestions made on actual drafts to males in this group – due to reasons already mentioned.⁶⁰³ With the females, there was much discussing of topics and ideas, which help to guide and focus students' writing, and after which the consultant would respond to a written draft. These sessions involved some tutoring on content and lots of modelling (working together on parts). Two profiles follow⁶⁰⁴ – whilst I have endeavoured to contain the repetition in my profiling here, I would also like to give the reader an idea of its existence:

FHU:1: At the beginning, the consultant tutors the student on her content – involving discussions, where she shares her insights with the student, and guidance and focussing. And they draw some conclusions together. From these discussions, the student works out themes to focus on. She returns with some technical queries, showing her new draft to the consultant, who gives further suggestions on the type of information to be included and on more appropriate word-choice and points out spelling and grammar errors. A similar pattern occurs with the next few assignments. The student appears to understand and need no further explanation. The consultant advises the student to follow up on the ideas from their discussions in her focus in her readings and research for further information. She guides the student on the techniques of essay writing, such as the linking of themes and integration of information. In a later consultation, they focus on the student's conclusion; the consultant advises on what to include and shows through example (in the process) how a conclusion works. In the following consultation, over a more complex task, the consultant shows by example how to interpret the topic requirements and how to decide on her approach – she marks relevant sections in the passage given, then draws attention to sections in the book and advises the student to read these with this in mind. Later they draw up a plan together, and with close guiding suggestions from the consultant, the student feels able to proceed. The consultant also advises on technical aspects. Later discussion leads to change in plans for the essay. Then the consultant helps the student to draft an introduction and works with the student on improving part of the essay. The student asks for further technical advice. The consultant helps draw conclusions – via negotiated ideas with her. At the next reading, the consultant helps clarify points and voice(s) in the essay. The consultant closely guides on 'how to...' steps, and plays with ideas with the student – giving practice at brainstorming. The student is particular about the advice she takes, and the consultant becomes more of a sounding board – affirming and pushing the student on, and still giving extra technical advice. Then the consultant finds that she is merely fine-tuning. She is able now to point out what needs fixing (as a reminder) with less time spent on the 'how to'. And the journey continues...

With [FHU:2], I would like to list the activities of the consultations – repeated over and over: The consultant takes the student through her readings, questioning her, explaining the readings and focusing her on relevant parts – helping sort her ideas. They work together on referencing techniques, improving expression and organising

information. They unpack tasks together and brainstorm – discussing alternative approaches and the consultant helps identify evidence and group main points – setting the student off on her drafting process. The consultant advises on further information to include and helps find points from the readings. On one occasion, the consultant advises the student to clarify her understandings with her tutor and to attend a particular lecture and return if she is still confused. When she does, they set interim goals and the consultant encourages and guides the student towards discovery herself. A new set of repeated activities emerges, for example, where the student brings her ideas and the consultant affirms these, discussing aspects further sometimes as illustrations of approach – or modelling. The consultant cautions the student to contain her readings and makes occasional recommendations on content. She clarifies where there is confusion, answers the student's queries and eventually provides a checklist for the student's own revision of her draft.

Second Language

Consultants often explain concepts and interpret terms for male students.⁶⁰⁵ There was less actual work done together on drafts or ideas with males. Consultations usually took the form of explanations to males who then went and did the work themselves, rather than discussions with consultants. Consultations with females were generally much more discursive and 'hands-on'.

As illustrated in Section 7.8: Organisation, issues come up repeatedly with females – for example, with [FSU:11], referencing comes up where the consultant explains correct referencing conventions {Para 19}, where the consultant and student discuss referencing as a result of the tutor having pointed out that she was not using referencing accurately in her writing {Para 45}, where the student had raised it as a problem in her writing {Para 56} and where the student claimed she was not familiar with the correct format for referencing, and asked her consultant to help her {Para 78}. Or patterns recur, gradually lessening, such as the cycle of: unpacking the task together – and the consultant modelling and explaining, or attempting to plan together.⁶⁰⁶

There were also a lot of instances of the consultants explaining the elements of essay writing, referencing and concepts. Modelling was a common consultation procedure – often used in helping students to overcome plagiarism (which is usually a result of language problems and attempts to cover these), and bring in the student's

own voice.⁶⁰⁷ Discussions around responses to drafts are aimed at drawing out or enhancing the ideas of students⁶⁰⁸ – involving encouragement and affirmation,

I asked her what sort of ideas she had come up with after the reading and she laughed and said 'I don't have ideas'. I asked her to tell me what the reading had said and she struggled to answer my question. I suggested we look together at her notes in order to try and think of ideas for an outline. She had copied 5 pages of notes- all word for word- some of which she did not understand. We went through some of this together and I showed her how she could read a paragraph and then write a sentence/note on what she had understood it to have said. Her response was an amazing 'AHA' - she said she had never known how to take notes and was pleased to see that this was what note-taking meant. She tried some more with me and said she felt confident to do the rest on her own as well as some other readings {FSU:10: Para 38}. very pleased because she got 60% for her [XXX] essay. Talked about what worked {FSU:18: Para 110}.

And encouraging independent work.⁶⁰⁹ Some consultants suggested research and tips on methods or approach;⁶¹⁰ here, the consultant prompts, provides focus, advises on approach and provides ideas:

I started by asking her questions to make sure that she understood the topic....I then went through the prescribed chapter in the textbook, guiding her to those sections that were really pertinent to the particular facets of affirmative action to be covered in the essay. After that I looked at the literature she had brought and suggested that she focus on just 2 of the seminar papers, which supplemented the textbook in discussing the rationale behind affirmative action and the misconceptions about it, and 2 of the chapters in the multi-author book, which were devoted to identifying what had gone wrong in cases where affirmative action had failed and what was special about organisations where it had succeeded. ...The problem would be how to organise it. I gave her some ideas but unfortunately time did not permit a detailed discussion of this aspect {FSU:5: Para 11} .

Having explained the elements of the task, the consultant discusses, models and explains methods of approach, highlighting the more appropriate and the less productive:

she has included many which are relevant to the analysis, but hasn't focused them in any particular order. I suggested that one way of focusing your analysis when confronted with many pieces of information is to list the ideas/concepts, and then to number them in order of priority. Once this is out of the way, you can then begin to elaborate, and construct an argument on each point, in order of importance/relevance. I suggested that a line by line analysis would be counter-productive, because it would then be difficult to create thematic cohesion {FSU:8: Para 31}.

And here, the consultant enquired about the student's practices and techniques, explained and modelled with an exercise, encouraged further independent practice and offered further support:

I explained what is involved in note taking, her own tendency is to write down thoughts in full sentences most of the time, I enquired around class note-taking. Going thru' her exercise I disc. and demonstrated possible ways of note-taking. We made notes also by looking directly at her readings to see what info she had possibly left out. I suggested that the same process occurs in longer pieces of writing and encouraged her to come back for essays {FSU:19: Para 37}.

And later, provides a tip:

It was rather short, this was mainly because she hadn't expanded the issues enough. She seemed to understand the main topic, but needed to think about the offshoots, what followed from the

argument. I suggested she think of it as 'before you can say ... what must you tell the reader?'
{FSU:19: Para 60}.

Foreign Language

With females, there was much interpretation – of language and (Western academic) cultural practices – filling in gaps,⁶¹¹ as well as explanation of topic readings, and poems. Warning against plagiarism was common in the beginning consultations – often leading consultants into *helping* to interpret and *helping* to write paragraphs, so as to avoid it. A fair amount of boundary setting and resetting had to be done when students' demands became too much. This was done through suggestions around the students' work, usually trying to get the students to do more work on their own. A common consultation strategy was that of modelling.⁶¹²

As mentioned, [MFU:1] serves an exceptionally successful story resulting from the Writing Centre's intervention – partly due to his own persistence (as a result of his desperation), the number of visits and of course, the commitment and patience of his consultant. (See endnotes for second profile⁶¹³):

MFU:1: Much of the work with this student was around his language. Usually, although he understood what he was writing about, he was unable to articulate his understanding and thus became extremely frustrated at times and was very angry when he first came to the Writing Centre. It was very fortunate for him that the consultant with whom he worked with mainly was also a scientist and on many occasions, when his writing was confused, she would first establish that there was conceptual understanding on his part and then through prompting and clarifying with him on what he wanted to say, would help him to rewrite – by giving him the vocabulary to convey his intended meaning in simple terms, and suggesting a few simple sentences. (This sort of endeavour has been mentioned more than twenty times in reports of his consultations).⁶¹⁴ On occasions this would involve intensive working through and 'rewriting' together – of whole assignments at the beginning, and smaller sections towards the end of his series of consultations. These were not merely sessions of hard work on the consultant's part; in her modelling, she would explain her edits and corrections to the student where appropriate, sometimes recording 'a grammar lesson'.⁶¹⁵ Inevitably, the student tried resorting to plagiarism at points, but the consultant would warn him against this practice and help him to paraphrase the text and rewrite sentences.⁶¹⁶ In final drafts, the student would request that she focus her attention in her reading on his language.⁶¹⁷ He also came to explain his research in a pre-write consultation, in order for her to understand him.⁶¹⁸ However, conceptual gaps did arise on a couple of occasions, and here, the consultant would work through with the student to a better comprehension,⁶¹⁹ sometimes giving brief scientific tutorials,⁶²⁰ and sometimes needing to explain other discourses or conventions.⁶²¹ At other times, she would simply need to point out that there were gaps in his writing which he would need to fill in – and this could require her to prompt him in order to show up the need for 'fleshing out' details in his writing,⁶²² or to draw out his ideas and then encouraging and modelling by putting them into writing.⁶²³ This process was very much like learning to ride a bike for this student; with repeated practice (and through the patient modelling of the consultant), he gradually learnt to write in academic English. The consultant also often found herself needing to help the student with the organisation of his writing, sometimes needing to focus him in his writing,⁶²⁴ and sometimes helping him to group his points for cohesion, or to summarise his main points.⁶²⁵ Or simply making suggestions for improvement – using examples from his draft.⁶²⁶ When possible, she would suggest tactics for him to counteract his linguistic difficulties – for example, grouping his results in tabular form to facilitate interpretation.⁶²⁷ In fact, ideas for working on improving his language were also mentioned when either the student or the consultant thought of helpful methods, such as the student tape-recording his explanations – which were always more lucid, and then transcribing them,⁶²⁸ this did, indeed, prove a useful method for the student. The consultant was also called upon to counsel the student in times of panic, such as coping with the exam situation,⁶²⁹ oral presentations,⁶³⁰ and when needed in referring him to members of staff

in his department.⁶³¹ And she often had to advise him on coping with his time management,⁶³² sometimes getting frustrated with his consistent bad planning in terms of time,⁶³³ but affirming him when he did manage his time better.⁶³⁴ Occasionally, she needed to explain the requirements of the task.⁶³⁵ She also explained issues such as the rationale and structure of parts of essays or reports,⁶³⁶ the need for and techniques of referencing,⁶³⁷ proper labelling of tables,⁶³⁸ and reminding the student to consider a wider audience for his writing than just his lecturer.⁶³⁹ And on the importance of highlighting his own, very valid ideas and distinguishing his own voice – helping him to redraft a section, in order to do so.⁶⁴⁰

7.10.2 Postgraduate Trends – Suggestions Made

Home language

Consultation reports from female students often seem to be long lists of responses, dealing lightly with a whole variety of issues, and possibly with more ‘nitpicky’ suggestions, as compared to Second Language speakers, where there seems to be more in-depth dealing with more major issues. It also appears that there is more discussing of actual content than advising on conceptual understandings. There appears to be more engaging with topics by consultants in consultations with males as well.⁶⁴¹

I remind the reader that much of the reports are lists of responses to readings of drafts rather than elaborations or explanations of how consultants did the suggestions. A few examples of ‘suggestions’ or activities from consultations with female students follow anyway, as reported;

- Where the two discuss a mind-map, and relate it to the essay.⁶⁴² This could be one brought by the student or drawn up during the consultation as a means of clarifying the student’s plan and content for the essay.
- They discuss bringing in the student’s own voice, that is, the articulation of the student’s opinions and engagement with their readings and the views of others, and here, the consultant may remind the student of their need for an awareness of the audience for their writing.⁶⁴³
- The consultant makes suggestions for sources of information – how to obtain it and how to organise it.⁶⁴⁴ And on occasions, the consultant may share information at their disposal with the student.
- Advice is given on where to insert new information.⁶⁴⁵ This can be done through questioning or modelling for the student – in other words, with explanations of how the decisions are made.
- They consider feedback from the lecturer or supervisor, and think of suggestions for how to satisfy their requirements.⁶⁴⁶ This helps the student in their

understanding of their writing – of what has worked and what has not worked and how it could be improved upon, thus encouraging reflection as well as engagement with their work.

- The consultant draws the student's attention to issues, reminds them of her earlier advice, models a rewrite, and sets boundaries.⁶⁴⁷ All of which serve as continued support and engagement, reflection, tutelage and encouragement of independence.
- Similarly, where the consultant affirms and encourages the student's ideas, points out weaknesses in their draft, brainstorms with the student and models a rewrite, giving reminders.⁶⁴⁸
- On occasions the consultant has attempted a rewrite herself and invited the student to discuss this at her home.⁶⁴⁹
- The consultant advises on an approach, explains terms, points out resources, and encourages independent research.⁶⁵⁰
- She points out and explains issues around referencing, audience and focus.⁶⁵¹ These are not merely technical issues and cannot simply be explained and internalised in a brief beforehand. Often, they can only be fully understood in the context and practice of the specific writing activity.
- They go over the student's method together, and look at her focus.⁶⁵² Or the consultant makes suggestions for improving the organisation of the student's argument.⁶⁵³ Thus engaging together with what the student has written.
- The consultant paces the student. This may happen, for example, when the student believes she should tackle her language as a priority and the consultant persuades her to work on her organisation first.⁶⁵⁴
- The consultant administers dyslexia testing and gives suggestions for management thereof.⁶⁵⁵
- The consultant advises on management of difficulties with the supervisor.⁶⁵⁶ This can sometimes be a tender and uncomfortable activity, as the consultant is called upon to mediate between participants of whom one is not present.

Second Language

There was much, careful and close work done together with females, with much modelling by consultants for students. Reports do not always explain how – as I have said, they may be written as list of responses to drafts or reminders of issues to deal

with or that were dealt with in the consultation. Some examples of extracts from reports are given in the endnotes (Appendix 7) with comments on them, (I have presented this in this section only, in order to show the reader how I have come to my analysis).⁶⁵⁷

Consultants often work together with male students (modelling) as well.⁶⁵⁸ Patterns recur, but issues usually improve slowly. It was common for consultants to become involved in the content, and advise on where to put new information – this occurred more with very long-term male clients – for example, [MSP:7]. Consultants acted as resources of information often – for example, [MSP:6], [MSP:15]. And often answer students' questions,⁶⁵⁹ give general advice on organisation, and clarify on jargon or discourse.⁶⁶⁰

One consultant tended to give written feedback for syntactical errors, as she preferred to concentrate on others.⁶⁶¹ (It would be interesting to note whether such written feedback does help). On-the-spot discussions⁶⁶² and technological information was also provided.⁶⁶³ I present two full profiles in the endnotes.⁶⁶⁴

Foreign language

There is a lot of negotiation and re-negotiation of the relationship between the consultant and the female student here, or of the working program,⁶⁶⁵ as well as discussion of consultants' responses to students' drafts.⁶⁶⁶ Consultants and female students also discuss other issues, such as personal lives or shared interests.⁶⁶⁷ Often, consultants will question students to clarify and re-work syntax difficulties – doing some with the student by way of example; in other words, modelling for the student.⁶⁶⁸ It was often easy for consultants to fall into editing, however. There was also a lot of advising to female students for consultations with their supervisors over content issues – or simply, for the supervisor to see the draft.⁶⁶⁹

Typical of the processes with males are where the consultant lists, alerts, explains and models and affirms; taking the role of a reader responding to the student's writing, for example,

*Language: Prepositions, tenses - jumps between past and present - remember that a reported case would be in the past, some odd word choice, (also, what do you mean by 'present case?'), articles, spelling - spells as it sounds - e.g. 'proofed' (- proved), 'this' (- these), punctuation - I don't understand his use of italics; they're sometimes used because they are quotes, and sometimes for other reasons, such as emphasis - but seems to forget to switch off italics button. (This was confirmed in the consultation). Amazing what a difference in meaning there is as a result of incorrect word choice. * Discourse: Very long and dense sentences (one sentence has 4 lines of italics -quotes?- within it). Verbosity - e.g. '...a narrowly tailored, so-called, time, place and manner restriction.' - or 'The least-restrictive-means-test'. Too much '...in my*

*opinion...'. * Flow: Odd paragraph breaks. Dense (- and long) paragraphs; not easy to follow argument. The cases put forward for discussion aren't clear to me. * References: Citations (English ones) are in long and badly structured sentences, but can't be tampered with within a quote.... {MFP:5: Para 43}.*

Other profiles are contained in the endnotes.⁶⁷⁰

7.11 Networking

The node 'Networking' refers to advice or contacts for resources of information outside the Writing Centre given to clients by consultants.

To give an indication of the pattern of these issues for each of the grouping, I have tabulated the percentage of the total visits for each group in which such issues arose, according to the reports. In this table, the percentages given refer to the frequency with which such networking occurred through consultations within the grouping. As can be seen, whilst some common forms of networking exist across the groupings, there are variations, with other forms of networking being more specific to different groupings

	FHU	FSU	FFU	MHU	MSU	MFU	FHP	FSP	FFP	MHP	MSP	MFP
C advises S to consult L, tutor / supervisor	5	10	4 ⁶⁷¹	6	7 ⁶⁷²	5	8 ⁶⁷³	15 ⁶⁷⁴	18 ⁶⁷⁵		9	8
C provides S with Handbook	4	1 ⁶⁷⁶		3	5	5		7	5	2	3	3
C consults another C over S or consultation	5											
C speaks to a member of departmental staff	3	4 ⁶⁷⁷				3	2 ⁶⁷⁸	8 ⁶⁷⁹	5		3 ⁶⁸⁰	14
C makes or suggests other contacts to S	3		3 ⁶⁸¹	3			12	7		3 ⁶⁸²	1 ⁶⁸³	
C advises S consult another C		3	1 ⁶⁸⁴		4 ⁶⁸⁵		2					3 ⁶⁸⁶
C suggests other sources of information	2	7 ⁶⁸⁷		3	4 ⁶⁸⁸	3	12 ⁶⁸⁹	7 ⁶⁹⁰	7	3	7	
C advises networking with peers	1				1		1 ⁶⁹¹					
S consults L/supervisor of own accord		4	5							5 ⁶⁹²		5
S consults classmates of own accord		2 ⁶⁹³				3 ⁶⁹⁴						
L/supervisor advises S to consult WC				3	1 ⁶⁹⁵		3	6 ⁶⁹⁶		6 ⁶⁹⁷	6 ⁶⁹⁸	3 ⁶⁹⁹
C suggests methods of dealing with other difficulties				3	2	3 ⁷⁰⁰						
S advised by others to visit the WC											1	8

Table 7.11(i): Indication of percentage of total visits from each grouping in which networking issues arose

Contact between consultants and departmental staff would usually be either a general query by the consultant in order to clarify a task requirement given to undergraduates; it was very useful for the consultant to be able to base her advice on

information given to the Writing Centre by departmental staff. Alternatively, to liaise over a particular student – and this was done only with the student's permission. With undergraduates, students were usually advised to consult their lecturers when they needed further clarification of topic requirements or analyses. Postgraduates were advised to consult their supervisors for a variety of content-related issues and draft readings. All of the MHP students were bold enough to contact their supervisors themselves, and did not need extra prompting by the consultant. Consultants were quite consistent in advising contact with supervisors for postgraduate students, however, there were sometimes problems with availability (of the supervisor). It helped when the supervisor was aware of students' Writing Centre consultations, but this did not always stop the consultants from finding themselves doing supervisors' work.⁷⁰¹ Occasionally there were difficulties in differences between the supervisor and consultant's views.⁷⁰² (There was one interesting case of a student seeing a consultant for input on her own supervisory skills⁷⁰³). Reasons for lecturers or supervisors advising students to consult at the Writing Centre were not always appropriate – for example, for editing or language.

FSU students were fairly good at consulting others on their own accord, such as their lecturers or classmates. Although there was a fair amount of networking amongst Writing Centre colleagues relating to their work with students from the FHU group – generally getting help from one consultant by another, there were no cases of referring students to other consultants recorded here. Postgraduate students tended to be slotted to suitable consultants (related to their fields) from their first appointments. When this was not possible, one consultant would work with them as long as they felt able to provide support or until the better-suited one was available. Except in the case of consultant absence, FHU students tended to stick with one or two consultants. One or two FSU students tended to stick with a particular consultant whenever possible, but generally, these students would take whoever was available. One FFU student consulted with all consultants over the same task whenever possible.⁷⁰⁴ On occasions, with postgraduate students, consultants advised them to find another reader or editor as well.

Handbooks provided by consultants would usually be the ADP Study Methods book or a photocopy of the parts of a thesis from Taylor *et al.*'s (1996) workshop materials (for which Alex Radloff gave us permission to use for students). Students

were sometimes a bit apathetic with resources given or suggested⁷⁰⁵ – they do not always read the handbooks or manuals given to them (thus it has proved worthwhile to point out useful sections of these manuals in the consultations!). Provisions of or suggestions for useful readings or other information were often possible due to the consultant's acquaintance with or knowledge of the content. More recommendations of extra readings happen in postgraduate consultations, possibly because of a broader need for readings or due to more established relationships with consultants who may be acquainted with the broad area of the student's topic. Consultants also gave advice or recommended contacts or even courses on occasions, with regards to dealing with stress, language difficulties or computer illiteracy for example. Consultants have also often been able to suggest other useful contacts for students to consult in their research or in terms of professional intervention, such as psychotherapy.

Chapter 8: Discussion of Trends across Axes and Nodes

8.1 Taking Stock and Putting the Bits Together Again

Having broken up the detail of my case study reports and examined them according to themes that stood out to me from my experience as a consultant and in my initial readings of the reports, I would now like to synthesize the pieces – towards a theory of students' experiences of learning in an academic institution. In this Chapter, I look at the overall trends emerging from my analysis and I conclude in Chapter 9 with some ideas on how the institution could look towards better accommodation of the diverse experiences and needs of their students.

8.2 Do Students' experiences in and use of the Writing Centre vary according to Language, Gender and Degree Level?

There is, in the analysis of my case studies, lots of rich evidence that gender and race are not neutral, for example, there were noticeable differences in genders common across all language groups and degree levels. Based on the analytical detail extracted through the NVIVO analysis of my case studies and in addressing the first part of my research question, I now examine the differences between language and culture, gender and degree levels, through a discussion of a summary of general trends across axes and nodes. Whilst differences do exist within the categories, these axes are not exclusive and thus, rather than discussing trends necessarily under separate categories, I would like to discuss these in combination as the discussion flows, as often combinations, for example, of language and gender, affect trends.

8.2.1 Regarding trends according to Language groupings

It is important to point out that the language groupings are not perfect categories. It might have been worthwhile to distinguish between African 'foreign language' speakers (who could have schooled in English or French – and some of whom marked English as their home language in their application forms) and non-African 'foreign language speakers', or between Afrikaans 'second language' speakers and African 'second language' speakers. As is evident in my analysis, students' previous acquaintance with academe was a major factor in their experiences here. Some of the Afrikaans speakers may have a higher level of acquaintance with the academic culture – possibly due to the fact that they

have come from less disadvantaged educational backgrounds – and, in fact, some home language speakers are not at all acquainted with this culture, and thus have similar struggles to the second language speaking classification here.

Most noticeable characteristics of the different language groupings are that home language speakers appeared more confident to start with; they tended to be more direct, knowing what help they wanted, due most probably, to a knowledge of the literacy requirements. They were more likely to mention their own ideas and to wish to discuss them with the consultant early on. They were also more likely to become independent more quickly. But when they were low in confidence, they came because they knew it could be better. This case is not so certain with second language speakers – their low confidence is part of the problem, whereas home language speakers' low confidence may be due to the problem. And generally, with home language speakers, their panic is due to their knowledge of what is expected and their feelings of incapacity, whereas generally with second language speakers their panic is due to their lack of knowledge of what's expected and fear of this unknown.

Generally home language speakers talk to the consultant – they do not expect the consultant to do the fixing (except when under severe stress – for example, due to time pressures or tiredness). Second language speakers were generally more dependant on the consultants. Generally, second language speakers tended to wait for the consultant to determine what help they needed, due, it would appear, to a lack of knowledge of literacy requirements.

With second language speakers, the consultant appears to be more directive generally – often providing the steps of a process or towards an end. Generally with foreign language speakers, there are fewer discussions during consultations. They were primarily concerned about language issues – generally wanting a service from the Writing Centre (mainly in interpreting their tasks or readings, but also in fixing their writing) more than guidance in developing their academic literacy skills. This could be due to time factors. Foreign language speakers bring fewer drafts, and generally, when they do bring them, they want the language corrected – having 'no time to learn'. It is interesting that all of the foreign language, undergraduate students used more than one consultant. Foreign language speakers appear to be more expectant of dependency and thus have more

expectations of helpful input from the consultant. Home language speakers are more likely to stick with the same consultant from early on.

Home language speakers are more likely to pop in to quickly ask their consultant about a specific point or technique or to ask their consultant to quickly read a section of their draft – just to check they are on the right track. They seem to develop into a working relationship faster than second language speakers – who appear to be more hesitant at first in approaching the consultant. But once relationships were established, second language speakers would also pop in for chats or check-ups on specific points. In both, this is more a female, rather than a male trait.

Home language speakers may also adopt the practice of bringing their draft with them to the consultation so that their consultant can read it in front of them or they could go through it together, because the students prefer this. Second language speakers seem to be less bold about this; if it happens it is more likely to be because they have not managed to get it to the consultant on time.

Second language speakers are generally surprised at the expectations of work, they are unassertive in their writing, not confident in expressing their own opinion, struggle to understand lecturers, and are afraid of the consultant's judgement, and thus hesitant. As mentioned, some Afrikaans speakers are more similar to home language speakers here, and this is most likely due to class or cultural factors. I mentioned (in Chapter 3), Leibowitz's (2000) point about class; generally, staff accept that students know about academic practice (including notions of authority attached to Western middle class culture) and therefore with other classes, the practices of academe, planning, drafting, note taking, reading are all problematic, unpractised and unskilled.

Time management was more of a problem with second language speakers and foreign language speakers. This could be related to a lack of previous training at school as well as to traditional gender specific behaviours, attitudes and expectations – Case (2001) found that second language speakers (especially males) were more likely to complain of having 'no time to study' and less likely to be prepared to draft as an exercise. Similarly, I found that the male, second language, undergraduate group were less likely to submit drafts more than once if at all to the Writing Centre. They seldom consulted more than once on an assignment – in fact, there were very few full process liaisons. There were many last

minute appointments, no-shows or lateness for appointments and little follow up to consultations, despite intentions. Generally, with this group, problematic time management affected the potential benefits of consulting. Although time management was sometimes an issue with male, second language postgraduates, these issues were not as markedly noticeable. Females in the second language group who also had problems with time management in terms of completing their work, however, took more of a process approach through consultations (and did follow up on them). This could be due to their feelings of dependency on consultants and to their feeling more at ease – than males with female consultants – or with female consultants than with their lecturers or supervisors. (It is also notable that with undergraduate males in this language group, there was little consistency in whom they consulted. Although undergraduate females also consulted a number of consultants, they tended to stay with one consultant at least over the same assignment. Postgraduates tended more to stay with one consultant, [See Table 6v, page 112]).

It is also possible, however, as was notable in foreign language speakers, that students ran into time management problems due to their language difficulties. Difficulties with time management were more noticeable in the foreign language undergraduate groups than the postgraduate groups. Nevertheless, most of the foreign language postgraduate liaisons were short term and intensive processes, which did run into time problems. Foreign language students and second language students are subject to stressful conditions such as difficulties in meeting deadlines due to delays occasioned by their inevitable slowness in reading and writing in English, or the thinking processes necessary in academic discourse – this results in or is exemplified by gaps in argument or conceptual gaps in writing or lapses into plagiarism.

In terms of networking, female home language speakers tended to stick with one or two consultants, whereas second and foreign language speakers tended to accept any consultant that was available. With the female home language speakers, and especially the postgraduates, consultants provided general information and information on further materials and contacts. Second language females did consult with other people as well. At both levels in the female second language groupings, there was a lot of urging by consultants for the students to speak to their lecturers or supervisors and there was a fair

amount of talk between staff and consultants over these students. Consultants also often suggested other sources of information at both levels – in fact, this was the case generally with all postgraduate groups. Many second language postgraduate (male and female) students were advised to come to the Writing Centre by their lecturers. Consultants also often urged foreign postgraduate females to consult their supervisors. Postgraduate male home language speakers were also advised by their supervisors to consult the Writing Centre but these students also tended to consult their supervisors of their own accord when they felt it was necessary. There were a few cases in consultations with postgraduate second language males where the consultant advised the student to consult a colleague in the Writing Centre. In the case of foreign language postgraduate males, there was much liaison between consultants and supervisors over the students and, it seems, a lot of networking amongst the students themselves – with them advising each other to consult the Writing Centre.

With second language postgraduates, a fair amount of supplementary supervision occurred. Collaborations were more open with males and therefore there was more supervisory liaison and supervisors' support for students' work with the Writing Centre. There are many comments from consultants in reports of consultations with second language speakers, urging students to contact their lecturers or supervisors.

In drawing conclusions from the undergraduate consultations along the language (and possibly cultural) groupings, I find that in comparison with second language speakers, home language speakers *appear* more involved in their development from start – their problems are immersed in their work, and thus they appear more able to take responsibility for their own work; Second language speakers are more distanced. Home language students come with issues to discuss, rather than silently plonk their draft in front of the consultant; they come for guidance and more or less know how to act on it. Perhaps they are more likely to know what to expect from the consultant. Second language speakers need more guidance in this 'acting' process; they are less likely to be able to articulate what help they need – often appearing to expect a quick fix. Generally the consultant determines the help they get. These findings would support Clark & Ivancic's (1997) claim that a sense of the right to authorship is often associated with the gender, class and ethnicity of the writer (see Chapter 3) – more so in South Africa when

considering educational histories and preparedness of these groupings, of course. As is evident, knowledge of how to *use* the Writing Centre resource seems to determine the success of the consultation process – and uses differed – due to a variety of variables, such as cultural ones.

8.2.2 Regarding trends according to Gender

There were fewer male than female users in each of the groupings and, on average, fewer visits – although they were more demanding of time per visit (comprising both preparatory reading by the consultants and actual consultation time), (see Table 6.vi, page 113). In all language groupings, males appeared more confident than females and clearer in their authority as a writer than their female counterparts, (most notable in the home language groupings). And fewer affectual issues were dealt with in consultations. Generally, males came for more help in approaching topics and discussing their ideas before starting to write, and when they brought drafts, asked for general draft readings rather than coming with specific questions. Woodward (2000) referred to the gender binarism of academic writing – masculine – being objective, reasonable and detached, and self-expression – feminine – being subjective and revealing emotion (see Chapter 6). I mentioned that the research by Belenky *et al* (1986) revealed alienation felt by women in academic settings and their difficulties in asserting their authority and attaching value to their ideas. These suggestions seem to support Writing Centre experiences in dealing with writing by females – especially in the second language grouping.

Generally, males appear to have a ‘functional’ approach to their use of the Writing Centre; it is direct and focussed on what they want help with. On reading of Case’s (2001) study, although it was not an issue she made much of, I noted that similar gender differences were evident in her students’ approaches to learning – she referred to the ‘conceptual approach’ taken generally by males. Females take on what I refer to as an ‘interior decorator’ approach; it is more explorative – they seem to like to ‘get the feel’, before they decide on the decor/action. Females are chattier in consultations. Males are concerned about what matters in their work. Tannen (1990) tenders that a driving need for women is that they feel understood. This may explain why more women come to the Writing Centre in the first place, and also why they talk more around their assignments in the consultations than the males who want to deal with their actual assignments. As

Belenky *et al.* (1986) point out in talking of the need for affirmation in women – confirmation and community are prerequisites for development to occur, rather than consequences of it.

Males are more demanding in terms of preparatory work by consultants. As mentioned, male undergraduate students from the second language group were notably inconsistent in their use of the Writing Centre, they seldom brought drafts of their assignments and consulted on average once per assignment. I mentioned in Section 7.5, that the group of male, home language undergraduate users seemed to be exceptional to their group in that they actually made use of the Writing Centre and it is thus not easy to detect patterns of trends for them.

Postgraduate males expected a high amount from consultants – in terms of time, work and sizes of drafts they left. On their first visits, they generally tended to expect their writing to be edited (especially home language speakers), and the language sorted out (especially second and foreign language speakers), rather than to learn from the experience. But on finding out more about the Writing Centre service, they seemed to expect commitment from consultants – for example, with regular slots and large amounts of reading. Often, a factory-belt type process was adopted – where they consulted over one section or chapter at a consultation and left the next. Consultants tried to discourage this, preferring for space being made for reflection by the students and the chance of practising what they had learnt from the consultation in their next pieces of writing. However, this did not always pan out. Male, foreign language postgraduates who came to the Writing Centre were generally keen to improve on and learn English and therefore were more likely to consciously reflect on the lessons of their consultations.

Females generally seemed to expect more emotional support. On the whole, they were more likely to follow up on their consultations – with new drafts, for example. Home language speakers tended to come first to unpack tasks and talk about how to approach their topics before attempting a draft of an essay – basically establishing a relationship with the consultant beforehand. They adopted a process approach to their writing, coming to discuss their drafts and revisions at various stages. They would usually bring drafts

with them to the consultation rather than leave them beforehand,¹ and rather than expect the consultant to read the whole draft, would wish to discuss specific issues or for the consultant to concentrate on specific sections.

Second language females tended to come for the first time with a draft rather than ideas – of which they were much less confident than home language speakers or males. They tended to have difficulties in expressing their own opinions in writing and to consultants. Postgraduate, second language females, although often vague about the help they required, once consultancy relationships had been established, did come to discuss their ideas with consultants. They often became quite dependant on consultants – visiting frequently and sometimes leaving bulky drafts. However, they were prepared to take on responsibility for their learning and generally worked hard alongside close guidance and support of their consultants. As mentioned, generally, these students seemed to feel easier working with a consultant through their draft writing process than with their supervisors. This is possibly related to perceived power hierarchies related to gender, race and culture. There were a number of misunderstandings due possibly to language difficulties and perceived feelings of inferiority and intimidation. Consequently, a fair amount of supervisory substitution occurred in these consultation relationships. There was some liaison between consultants and supervisors, but students were not always easy with this or with how their supervisors would feel about them consulting others, (see Section 7.5). There were fewer difficulties related to supervision evident in male, second language postgraduates.

Foreign language undergraduate females were less concerned about dealing with their writing in consultations and more with understanding topics, concepts and readings. Thus, there were more explanations and discussions *around* topics and readings than over drafts – which were seldom brought. (Although drafts in process were seldom brought, there were many requests for editing from these students). They were very demanding of contact time with consultants, seeming very reliant on consultants explaining things to them (including a lot of poems), as well as in need of emotional support – due, mainly, to academic pressure. The amount of responsibility required of the consultant over language

¹ (One of my students once commented that getting the consultant to read the draft in front of her ensured that she knew the consultant had read it!)

issues was often testing of her role as ‘developer’, rather than ‘fixer’ – which, in times of stress, seemed so much easier – and there was much boundary setting and resetting by consultants. However, these students’ ability to take on responsibility for their learning was usually stunted due to their difficulties with comprehension of tasks and readings.

Foreign female postgraduates were usually concerned with having writing sorted out and theses completed rather than learning through the consultation process, and as with undergraduates, there was much negotiation and renegotiation of consultancy relationships. With regards to their work, they left little time for reflection, although they did often use consultants as emotional sounding boards and often appeared to be socially isolated.

It is interesting to note that female consultants (of whom there were more anyway in the Writing Centre) had more long-term clients than males on average. One of the underlying reasons may be related to Daloz’s (1999) observation on gender-specific strategies in consultations: female consultants generally support, whereas males challenge. Perhaps a supportive style is more dependence-inducive – at least, for a short while – and challenge is more pushing of independence.

8.2.3 Regarding trends according to Gender and Language grouping

General trends across the language groupings amongst females were that home language speakers discussed a wide variety of issues with consultants and wanted to talk a lot, and there were no notable difficulties with these students taking on responsibility for their learning. Many of the female, home language speakers were open about coming to the Writing Centre for affirmation and a confidence boost and their confidences developed relatively quickly (which was affirming for consultants).

Second language speakers appeared more dependant on the consultant and almost helpless at times. Whilst they did speak about various issues related to their experiences, often consultants found that they needed to put a lot of work into drawing the students out – before they could even talk about the students’ assignments; with their lowered confidence and fragile egos, it was often harder for them to take on responsibility and difficult for them to approach their assignments, and generally, they took longer to complete their degrees. Growths in confidence were often slower, with more stumbles. Foreign language speakers were dependant for language help – which was their prime

expectation and there are few other comments related to responsibility issues. Their apparent lack of confidence over their own ideas was clouded by language-related difficulties.

Amongst males, home language speakers were generally confident about what they wanted from the consultation, they were to the point and quite demanding of time. They were usually more in control in the consultations – in other words, they would direct the consultations, and although they were demanding of consultants, these students generally did work and had few problems with taking responsibility. Second language speakers tended to expect more work of the consultant – for her to do more of their work and take on more responsibility for their work. There were a lot of failures to pitch for intended follow-up consultations. With foreign language speakers (and often markedly different from the female foreigners) they tended to request help *through* their writing process, wanting to learn the language or how to improve their writing themselves – they took responsibility and put in much effort but expected much of the consultant as well, in terms of her explaining *all* language corrections. In all of these groupings there were little notable differences in the two nodes of ‘Expectations’ and ‘Responsibility’ across the degree levels.

Closely but not totally related to the issue of responsibility is that of feedback – or how students regard it. Generally, except for the foreign speakers, females engage more with consultants over their feedback, and express their disappointment when they do not get any, whereas males may report on it, but do not necessarily discuss it. Amongst the females, the home language speakers generally regard their feedback as a challenge, trying to understand it and improve upon it, and there is a lot of reporting on it and their marks to consultants and some requests to explain obscure feedback. Second language speakers are quite dependant on feedback, especially the females, and they become upset when it is late, but also generally there is a lot of intimidation and upset generated around the feedback they do receive – most especially with the postgraduate group, who would talk about their upset over poor or negative feedback – even making special visits to the Writing Centre for this. Postgraduate second language females work with feedback a lot in their consultations, but there is little engagement over feedback with the male postgraduates, except in cases where they did not understand concepts used. However,

they appeared to work with advice from supervisors and consultants. There is also little reporting on feedback issues with foreign, female undergraduate students, possibly because they tend to consult at the beginning of their writing, when they wish to have the topic explained, or just over their language, rather than through the process. Female, foreign language postgraduates seldom reported on feedback – usually because the collaborations were short term and intensive, just before hand-in. The male home language postgraduate group is interestingly the only group that sought out feedback from others on their writing – and they do use all feedback in their draft revisions. They occasionally expressed upset over late feedback. The undergraduates in this group do not discuss their feedback with the consultants but may report on it and or good marks – as is the case at both levels with the second language speakers. This is also similar in the foreign language male groupings, although in very close collaborations, it may be discussed with consultants. Feedback from teaching staff reported on in the postgraduate, foreign male group was mainly around language.

8.2.4 Regarding feelings of estrangement across the groupings

Feelings of estrangement in the new environment and from the old can, according to Mann (2001), repress students' being as non-rational, creative, conscious and desiring selves – all of which are needed for them to be able to engage in their learning – and they thus become alienated from the product of their work and from the process of production of that work, their selves and others, claims Mann, (see Chapter 6). Prominent alienating issues were around lack of acquaintance with academic culture (in the home language groupings), language and possibly culture in the foreign language groupings and both of these in the second language groupings, with academic practice and experience particularly related to educational background affecting second language groupings. These factors visibly affected the emotional well being of the female groups. Foreign, male postgraduates evidenced no problems related to feelings of alienation in consultations. Second and foreign language undergraduates often became despondent over language difficulties. Due to the many issues affecting feelings of alienation amongst female, second language undergraduates – viz. language, education, culture, academe, consultants often ended up tutoring these students – going over lessons and filling in gaps in knowledge and much that was taken-for-granted by teaching staff to be

general knowledge (see Section 7.7). Language and cultural differences often became overwhelming and frustrating for foreign, female undergraduates and, in turn, their consultants. Students often felt estranged due to social isolation and their struggles to interpret academic cultural demands. As these affected their sense of responsibility, they were sometimes draining on the consultants.

Geographical and social isolation factors also arose as issues especially with postgraduate female foreign and second language speakers. The feeling of isolation is often indicated as one of the major problems for research or Postgraduate students (see Sayed *et al.*, 1997), and part-time and mature students – who tend to have greater off-campus commitments, experience it even more acutely. The Writing Centre here certainly seems to have been a refuge and provided some relief from isolation experienced to the foreign students, (both undergraduate and postgraduate) who used it, and to part-time Postgraduate students – especially females who often had more responsibility in their homes, and notably female, second language postgraduates from out of Cape Town, who missed and were concerned about their families – and to the males who had demanding jobs. Certainly it seems that being able to talk about their writing (technical, content related or psycho/personal aspects) helps counteract feelings of isolation and can improve goal setting, task orientation and writing development.

8.2.5 Regarding the manifestation of stressors across the groupings

In terms of issues of affect, as mentioned, these were definitely more prominent in the female groupings. In the female home language group, at the undergraduate level, panic is due to an awareness of what is expected and feelings of incapacity at managing to reach these expectations. However, these students speak easily about their emotions, and their confidence develops quickly. They appear relieved by the ability to label their issues. Affect issues in the female home language postgraduate group were mainly due to overwork and anxiety about completion.

With second language females, intense collaborations occurred, focussed on building up confidence in students. There were many feelings of alienation and anxiety because they did not know what to expect. These students did not express emotions as much, but their anxiety manifested visibly. Amongst the postgraduate second language females, there was much awareness of their lack of experience in academe – for example, in essay

writing – due to their disadvantaged previous education, as well as their lack of technological skills. Second language females often experienced severe anxiety with regards to financial difficulties and, especially undergraduates, to the financial strain they were putting their families under.

In consultations with foreign female students, there were often frustrations for both consultants and students with difficulties interpreting differences in cultures as well as languages. There was also a lot of loneliness.

Males talk less about their emotions. Generally, reports on consultations with males yield much fewer affect issues than with females. Males demand more time of the consultant on average than females in all groupings – language and degree level. Yet the time is spent on draft readings, the tasks at hand, the content, structure and language of their assignments and how to improve upon these, rather than extensive chit-chat, emotional discussions or elaborations on difficulties they are experiencing. Here, as I have mentioned, the home language speakers who came to the Writing Centre seemed to be exceptions to the norm at university.

With the second language speakers, there were few consistencies, generally they were highly demanding and dependant on consultants. With respect to their work, undergraduates were often passive in consultations, appearing to expect the consultant to do their work. They appeared to have little practice at reading and felt alienated due to their lack of much exposure to academic practice or essay writing. These feelings of alienation, together with language difficulties, would affect their understanding of readings and task requirements. Postgraduates often elicited panic over satisfying their supervisors, and these stresses could result in heavy demands on consultants and wishes to have their work fixed in consultations, rather than for learning opportunities.

And the foreign language male students were goal oriented specifically. One undergraduate in this group became very angry and frustrated over his language difficulties on occasions. The postgraduates, however, were friendly, with no emotional issues manifested – keen to learn English mainly – they were relaxed and enjoying their time in South Africa, and often consultations with them were enjoyable as a result.

8.2.6 Notes on consultations with Postgraduates

Many consultants' hours have been taken up in working with postgraduates around their theses. It seems important to point out that the ideal of the Writing Centre was to complement rather than supplement the role of the supervisor. Whilst this intention worked well in many cases, it was not always so. We have been exposed to first class as well as unsatisfactory supervision. However, it is our impression that sometimes students have got more from the Writing Centre – more than merely improved writing. Sometimes we have worked successfully with students and their supervisors, by arrangement with all concerned. The time spent on one consultation with a postgraduate student is significantly more than that with an undergraduate student (see Tables 6v and 6vi, pages 112-113). But much of this time is spent on preparatory reading by the consultant – most especially some way into the relationship.

Reasons for Postgraduate students approaching the Writing Centre can vary. I have attempted to characterize four main motivating reasons (this is based on a brief and relatively informal questionnaire I gave to some of our Postgraduate students in 1997, asking about their expectations and experiences on approaching the Writing Centre).

- There are cases where the supervisor is feeling frustrated and may have sent the student – usually due to difficulties with language and expression in the student's writing,
- There are students who have misunderstood the role of the Writing Centre and come to 'drop off' their thesis for editing, correction and collection as soon as possible. On being informed of how the Writing Centre does work and explaining our purpose, some have turned away in horror or anger and some have given us a try,
- There are general enquiries – where students may come in and ask consultants to tell them 'how to do research', or 'how to write a thesis', or a literature review, or asking for help with their Questionnaires – often after they have been administered. (Students do not often combine the research with the writing process). Some of these will be once-off visitors and some become 'serial visitors' – seeing the Writing Centre as a safe space and one where they can fill in the gaps (of their academic preparedness, supervision, research or writing knowledge and content),
- And there is the process approach; students who approach the Writing Centre at the

beginning of their writing or research process, wanting to work together with the staff throughout. This has been the Writing Centre's preferred way of working with all students, as I have mentioned. However, due to a growing demand, it is not sustainable, and the Writing Centre needs to look at ways of addressing the needs of such students in a more feasible mode.

Consultations with postgraduate students have been around a variety of tasks, for example, essays, small research projects, seminars and major theses. The issues dealt with in these consultations, however, are not much different from those in undergraduate consultations. Of interest, however, is that they vary across faculties. Whilst this could be partly due to the expertise of consultants, it could possibly indicate the concern or knowledge of the faculty staff with the particular aspects of writing. Part of my research into postgraduate issues in 1998 involved an examination of usage across faculties. Based on the totals in the database at that stage, my findings showed that in terms of the three main issues dealt with in consultations with postgraduate students, the breakdown indicated the following (note that these can only serve as a rough indication as they are warped somewhat by the reorganisation of faculties at UCT in 1999).

<i>Main Issue</i>	<i>Arts</i>	<i>Com</i>	<i>Edu</i>	<i>Eng</i>	<i>FAA</i>	<i>Law</i>	<i>Med</i>	<i>Sci</i>	<i>SSH</i>	<i>Total</i>
<i>Conceptual</i>	4	3	6	1	4	2	1	3	3	3%
<i>Discourse</i>	5	7	5	5	3	2	5	5	4	5
<i>External Factors</i>	5	2	2	0	9	2	5	2	2	2
<i>Information</i>	10	13	12	7	13	6	10	8	8	9
<i>Language</i>	5	12	10	23	16	40	11	18	19	16
<i>Organization</i>	51	42	41	41	31	40	56	44	40	42
<i>Reading</i>	1	0.5	1	1	2	3	0	0	1	1
<i>Task</i>	5	3	5	4	4	1	1	0.5	3	3

Table 8 (i): Summary of three main issues (as % of total postgraduate consultations) by faculty
(Hutchings, 1999)

Overall, the main issues dealt with in consultations with postgraduate students were those of organisation and structure of writing, language and information. Organisation was consistently high in all faculties – most especially Art and Medicine. Language issues were especially high in dealing with Law students (of which a great number of Foreign students consulted) and Engineering – who struggled to articulate clearly. Language was a relatively minor issue with Arts and Education students. On the other hand, ‘information’ issues were lower for Law and Engineering (possibly due to lack of expertise in the Writing Centre) and notably higher in Medicine and Education (now Humanities). Helping students to understand the task was high in Arts (including Fine

Arts & Architecture), Education and Engineering and low in Law, Medicine and Science. No external factors were dealt with (as one of the three main issues) in Engineering but were relatively high in Arts including Fine Arts & Architecture) – with consultations involved with emotional issues, difficulties with time management and supervision, and Medicine – when they were usually due to issues around isolation due to language and diversity. Conceptual difficulties were notably higher in Education, Arts and Fine Arts and low in Medicine and Engineering. Organisation was lower in Fine Arts & Architecture than the other faculties. Readings as an issue in consultations were higher for Law and non-existent as issues for Medicine and Science and Commerce. Discourse was higher for Commerce. Thus, some of these issues are filling in gaps (of academic preparedness, supervision, research/writing knowledge and content) and some remain distinct to the Writing Centre, (Hutchings, 1999).

In 1998, my colleague, Shirley Churms, classified Postgraduate students into three main categories based on their existing competencies and those that developed during sustained interactions between consultants and students. Churms mentioned that the degree and quality of the supervisor's input is a crucial factor in determining the role of the writing consultant in guiding a Postgraduate student through the process of writing a thesis. In order to distinguish between the varying roles played, Churms offered the following

- Where the student's research abilities are highly developed, they are capable of original thought and show initiative in planning and execution of research, and the supervisor collaborates closely with the student at all stages of research, the consultant addresses writing issues, clarity of language and finer points of organization.
- Where the student needs guidance only in the writing process and little guidance seems to be needed by the supervisor, the consultant, in addition to the above, may need to advise on format and organization of the thesis and presentation of results.
- Where the student shows ability in performance of their research, their supervisor advises on interpretation of results and requests assistance from the consultant on other issues and there is a close and complementary collaboration between the two over the guidance of the student.

- Where the student needs guidance in presentation and interpretation of results, as well as the writing process and their supervisor gives little guidance, the consultant assumes some of the supervisor's role, for example, helping with interpretation and discussion of results and advising on writing issues.
- Where the student shows little understanding of the research or writing process, their supervisor is concerned about student's difficulties and refers them to the Writing Centre, or seeks to collaborate with the consultant around the student's conceptual problems and how to address them.
- Alternatively, when students show conceptual difficulties with underlying theory and their supervisors show no concern, giving little or no input, the consultants find themselves advising on writing issues, and can advise on conceptual problems if they have specialized knowledge in the field – otherwise they may need to refer the students to someone who has such knowledge, (Hutchings & Churms, 1999).

With respect to this, we distinguished the role of the Writing Centre consultant from that of the supervisor. Accepting that overlaps are inevitable, we proposed the following supportive or supervisory network for the ideal postgraduate experience:

- **The Student** is the subject-expert-in-the-making; still an apprentice to writing, to the subject field and to research – on their way to becoming an expert.
- **The Supervisor(s)** advise on content and structure of research, through the research process (– and are not necessarily writing experts).
- **The Writing Consultant** advises on the structure and discourse through the research *writing* process (– and is not necessarily a subject expert). The consultant stands in as a trial audience and the Writing Centre acts as the site of coherence, where gaps in coherence are forged and where latent cohesion is brought into visibility.
- **The Editor** (if desired) proofreads and corrects language.

(In other words, the student does the research or exploration; the supervisor and consultant are two sides of the same coin – with the supervisor dealing with the discipline, and the consultant dealing with expression). Essentially there should be a willingness to work together and a commitment to time throughout within a contractual arrangement – enabling such things as openness in working together and structured time-tabling, (Hutchings & Churms, 1999).

8.3 Further Observations Worth Mentioning

Apart from the differences outlined above, in trends across groupings, my analysis also yielded for me some important general trends – albeit, affected by cultural and biological make-up. Thus, based on my observations and with references to relevant research, I would like to comment briefly here on language and its effects in literacy acquisition, on the apparently essential repetitive aspect of the nature of learning, and also on how students' approaches to consultations and to their learning affect their experiences in the learning institution.

8.3.1 Effects on/of Language

Harris (1994) noted, when working with ESL students, that many of their so-called 'errors' in their (English) writing were due to the use of patterns adopted from their first language, rather than carelessness. This point is often missed by staff. The relationship of oral and written language in terms of acquisition is an important issue. Blanche-Benveniste (1994) states that often, this is presented to learners as simply a technical transposition. However, she points out that it cannot be understood as such a simple equivalence when considering the failures evidenced by poor writers. Of the clientele in our Writing Centre at UCT, roughly 47% are English 'second language' speakers with an African language, 4% with Afrikaans, 9% are foreign language speakers and 40% have English as a home language. Thus, 60% are required to write in a language not acquired as their mother tongue. This factor is fairly awesome considering Sticht & James' postulation, (in Verhoeven, 1994) when looking at the relationship of oral to written language, of three premises in the case of mother tongue acquisition: that prior to the development of written language, oral language skills develop to a high level, secondly, that they basically share the same lexicon and syntax, and thirdly, learners draw on their knowledge of oral language, certainly in the early stages of literacy acquisition. And they conclude by stating that there is a dual task involved in the acquisition of literacy in a second language; not only does the written code need to be learnt, but also the grammatical and discourse competence of the second language. In fact, Leibowitz (2000) points out that for some students, it could even be a three-tiered task. She raises the issue that academic discourse is essentially a middle class one (*cf.* Heath 1983, Bernstein 1990, Gee 1990, Rose 1990), and thus, for non-middle class students, possibly from poor

schooling backgrounds, being able to write academically is something that probably has to be formally learnt (for example, through conventions and practices), rather than acquired through gradual accruelement (due to their prior acquaintance) and, referring to Gee's point that this discourse is more easily acquired than learnt, she says, implies, however, "that, with the best intentions in the world, it is neither very easy nor a very quick process to induct students into this discourse" (Leibowitz, 2000:22). The patterns and processes of 'development' of such students in the acquisition of academic discourse as seen in the Writing Centre, provide ample backing for Leibowitz's argument, as shown in my analysis. I mentioned in Chapter 3, Lea & Street's (1998, see also Street, 2001) reference to suggestions that student writing problems could be explained, in part, by the gaps between academic staff expectations and student interpretations of what is involved in student writing. These gaps are easily illustrated in my records – seen for example, in the common need to unpack and interpret essay topics, requirements and feedback and the discussions around voice and referencing.

In terms of language, there were generally surface issues (such as careless expression) dealt with in final consultations of writing processes with home language speakers. With second language speakers, rules of grammar often needed to be explained, as did concepts in readings and assignment topics. Often tasks needed to be unpacked – in other words, requirements and action words 'decoded' and typically expected strategies explained. Common to the male second language speakers was a tendency for long windedness and attempts to sound grand (with fancy words). There was a lot of interpreting and explaining done in consultations with foreign language speakers – who struggled to understand readings and assignment topics as well as to express themselves.² Postgraduate foreign male students were generally interested in learning English and therefore made time for it – for example, ensuring they understood corrections, and a notable gender difference amongst the foreign language groups was that females, on the other hand, were concerned about the language of their topics and readings rather than their writing (undergraduates) and having someone else sort it out in their writing at the end (postgraduates). Language is often the issue around which students are sent to the Writing Centre by teaching staff. Often though, language issues in students' writing were

dealt with in written feedback (by some consultants) or after more pressing issues relating to conceptual understandings and structure had been discussed.

Language difficulties, as indicated earlier, often correlated with time management difficulties in students' writing, whose home language was not English. I have also mentioned that language difficulties often led to issues of plagiarism in students' writing. This, together with the grandiose language especially prominent in male, second language students' writing, could be explained by Makoni's (1999) concept of 'colonised english', (see Chapter 6). Makoni related the absence of individual voices in such students' writing to the degree of (felt) control students have of the expected language practice of their discipline.

8.3.2 On the repetition of patterns needed for learning to sink in

When students consulted over repeated drafts or over a series of assignments, it was often possible to discern patterns of issues dealt with and fairly easily discernible cycles of development were evident (see Sections 7.3, 7.8 and 7.10 for examples), usually involving some backsliding, regression or *decalagé* in times of pressure or when transferring to new tasks. Arnold (1991) rues the fact that too often, writing is regarded as a means to an end (for example, a rewarding mark or a pass in a course) and that it is not esteemed enough for the intrinsic rewards of its self-developing and self-affirming potential. There are numerous examples of this self-developing and self-affirming potential of writing that can be cited in the Writing Centre. Unfortunately, however, like the development of any lasting skill, it takes time. And, as Arnold (1991) later points out, development does involve regressions. Patterns repeat in the Writing Centre before tenuous learning sinks in – much reminding is called for.

Mastery in these cycles comes with (and promotes) confidence. A common piece of advice in the Writing Centre has been for students to 'own' their writing. Goleman (1995) states that ideally, mastery of a skill or body of knowledge should occur naturally, as learners are spontaneously drawn to the areas that engage them. Spontaneous engagement ensures easier flow in learning and easiest for this is for the learner to be able to learn through experience and being able to relate to their experience in their learning. As

² A technique that proved useful to some was that of recording themselves speaking and then writing what they had said.

Adkins states, “Ownership of our learning experience is more likely to take place when we experience new information in a way that makes it ours through discovery” (1999:55). In fact, this encompasses the three basic assumptions of ‘Experiential learning’, which Johnson (1997) outlines:

- We learn best when we are personally involved in the learning experience;
- Knowledge has to be discovered if it is to mean anything or make a difference in behaviour;
- Commitment to learning is highest when people are free to set their own learning goals and actively pursue them within a given framework.

Johnson explains the process or cycle of this learning as moving from reflection by the learner on their concrete personal experiences. And from this examination they formulate a set of concepts or principles to help them to understand their experiences – thus developing a personal theory, which they test in new situations – the cycle thus repeats itself and theories are confirmed or modified. This is similar to Piaget’s theory on intellectual growth, outlined by Daloz – the child develops through a series of accommodations, where the organisation of information is transformed “in a regular and predictable sequence from relatively simple, global, and self-centred ways of making meaning to increasingly complex and differentiated forms as the world she encounters grows more diverse and complicated” (1999:126). However, Daloz points out, this does not happen in a series of forward leaps, but rather, through conceptual breakthroughs happening in one area at a time, whilst remaining at an earlier stage in other areas. And gradually, the power of the new insight is extended to other parts of the learner’s experience.

Kram (1988) speaks of a cycle of development involving the individual finding their feet, showing signs of development and then reaching a plateau. Johnson (1997) reports a similar cycle in skills development with periods of slow learning being interspersed with periods of rapid movement then with periods of little change in performance. In the learning of interpersonal skills and behaviour, he says that one must first *see the need* for it, then *understand* what it and its component parts are, and finally, one needs to *practice* until the skill becomes an automatic reflex, no longer requiring conscious thought. He points out that it is useful to see other people model the skill and to get feedback from

others regarding how well one is managing it – thus, encouraging the instillation of the skill. The process of the acquisition of writing skills is similar.

Johnson (1997) assures that any skill is learnt through firstly taking a risk by engaging in a challenging action, that is, experimenting to increase your competence; Assessing and obtaining feedback on the success or failure of your efforts; Engaging in self-reflection and analysis of the effectiveness of the actions taken; Modifying your actions and trying again; Reassessing and obtaining feedback on success and failure of efforts and repeating the process over and over again.

Amongst the home language speakers, repeated issues gradually required less explanation and mere pointing out. There were quick recoveries when regressions did occur. Patterns were less discernible amongst the male undergraduates (except for the foreign language speakers), due to Writing Centre usage patterns. Case (2001) found Second Language students to be in an awkward cycle – into panic, and bad time management – and leading to poor learning outcomes.

I also noted that the beginning stages of a consultative relationship involve a lot of what Arnold (1991) would refer to as ‘self-esteem comments’ – to the student or over the writing. As the consultative relationship evolves, the content and style of the writing become more the focus.

8.3.3 On the effects of the students’ approach to consultations and to learning

Mann (2001) mentions two general approaches to studies, extracted from research on student learning, that learners may adopt at different times: a *surface* approach, which is characterised by concerns with rote learning, memorisation and reproduction, a lack of reflection, and a preoccupation with completing the task. In this case, Mann explains that the learner is passive; they are not engaging themselves with their studies and not attending to their own desires and feelings around their topics – instead, they are putting the responsibility for their actions and purposes on ‘an external other’. In other words, they are not attaching any personal meaning to their experience while learning. In the second approach, a *strategic* one, characterised by concerns with assessment requirements and lecturer expectations, and careful management of time and effort, with the aim of achieving well, the learner is more active; they are undertaking tasks in order to satisfy their own desires for success related to their studies. However, they are placing

the control for their engagement in the hands of external others – in focussing on the perceived demands and criteria for success. In other words, they are still not taking total responsibility for their learning. Mann describes both approaches as alienating the learner from the process and content of their learning. Although no work has been done in following up clients who only visited the Writing Centre once or twice, I think there are good reasons to assume that students who adopt this surface approach, if they come to the Writing Centre, would seldom return; on hearing how the Writing Centre works, they are unlikely to want to spend more time on drafts or reflection, being keen to finish and hand in. These are the students most likely to regard the Writing Centre as a ‘fix-it clinic’. My sample has fewer of these because of the criteria I chose (those who came five or more times), however, examples of such students can be found even in my sample – students who returned, took little responsibility and did not develop in their writing, or who came sporadically over different tasks. Students whom consultants might feel they had failed. Consultants may be able to guide ‘strategic’ approach students towards more enriching attitudes to their learning or writing. Because they are already ‘active’, it is easier to engage with them over their tasks and therefore the alienation Mann speaks of may be easier to bridge through consultations.

As expected, with passive students, development was slower and more vague. When students engaged with their learning, and consultations, their development was more easily visible and more rapid. Usually the students’ preparedness for engagement is evident in early consultations. Students who come to the Writing Centre expecting to learn what to do themselves, in order to improve their writing, are likely to have a head start in their development and to acquire the skills of academic literacy with more ease – even if they have little previous experience of it. They are also more likely to take an active role in their consultative relationships, which lends to more engagement in their learning and thus a more stimulating learning experience. Some students may not have such expectations simply due to the fact that they do not know or have the wrong impression of what the Writing Centre offers and, on being informed, they may then adjust their expectations accordingly. Other students are more passive in their approach to their learning because they have been conditioned either through their previous educational experiences, or through their cultural practices. Students who do not expect to

have to take responsibility, to do some of the work or to direct their learning, are likely to be slower to acquire the skills of academic literacy. Consultations are less interactive at the beginning, in these cases, whilst consultants work on drawing out the students and persuading them of more beneficial roles to take on in their learning experiences. The Writing Centre has no follow-up mechanism with students, for example if they fail to appear or consult again, and thus its service may be of little use to overly passive students.

The above ‘conclusions’ are fairly obvious. However, the approach to learning and responsibility for it is something that needs to be taught – indeed, it is probably one of the basic skills required for the successful acquisition of academic literacy and if students do not have this skill, they will flounder early on in their studies.

One means of encouraging engagement and responsibility is through quality feedback. Again, *learning* to attend to and act on feedback is often necessary as it may not have been part of students’ prior experiences. Essential to this is response-stimulating feedback – and without it, students who are ready to engage with their feedback get frustrated or despondent, and those who have not been used to engaging with responses to their work, do not learn to do so. Paxton points out that writing needs to be seen “as a tool to enhance learning, rather than simply as a mirror for reflecting learning” (1993:67).

Lea (1998) distinguishes between two approaches to learning that she found in her students; in terms of the ‘reformulation approach’ in assignment writing, students, having read the course materials, would interpret the assignment task as requiring them to reformulate their (course) readings as closely as they could in their own writing. In contrast, ‘the challenge approach’ takes students beyond the content of their course materials in an attempt to relate it to their own contexts. It is also important to point out that students in all groupings often needed to have their topics explained or clarified. Those who struggled with the English language had more difficulties in this. Apart from concepts needing to be explained, often students were unsure as to what the topic actually meant that they should do. For those unacquainted with academe, they needed this explained in very careful ways, and often more than once.

Often, students entering into academe signify more than one transition – into adulthood, into a more focussed field or profession, into another culture, independence

and self-actualization. The student writer becomes an author-ity – and this is learned, gradually. Writing is not a separate literacy – reading often, and certainly speaking, is essential in building up confidence in the writer in order for them to become an authority. Reading provides a form of modelling and practice for the writer, as does speaking – in articulating their ideas.

It should also be mentioned that an active, rather than a passive or stagnant approach, also needs to be taken by the consultant for development to occur in the student's writing. It is all too easy for burn-out methods to slip in, such as when the consultant takes on one draft and then the next, leaving the student not having to make time to reflect – especially when the student is under pressure – time, panic or product-driven.

8.4 In Conclusion

Our 1999 paper on the postgraduate experience (*cf.* Hutchings & Churms, 1999) concluded with the suggestion that in a successful learning experience, the student moves from knowledge receiver to knowledge constructor. They reach a changed sense of identity and are empowered through development in terms of procedure, their relationships with their audience, with their task and with their readings, conceptual understandings, mentors and psychosocial factors. A summing up of the consultants' roles in these transitions yields those such as editor, supervisor, translator, advisor, consultant, tutor, reader, friend, language expert, mediator, and networker.

However, the Writing Centre cannot continue to work so closely and intensely with individual students – as we do not have the resources – for example, in terms of time, person power or funds. It seems worthwhile, therefore, to look towards a new model that makes provision for the promotion of student welfare as well as technical support that is still needed at the institution. Chapter 9 looks at the implications of my findings for work in the area of academic mentorship.

Like the baby learning to talk, in order to learn to write, we need four things: exposure, motivation, practice and feedback.

(Rawlins, 1999:7)

Chapter 9: Considerations of Mentorship in Higher Education

9.1 Revisiting the Concept of Academic Mentorship

Like guides, we walk at times ahead of our students, at times beside them, and at times we follow their lead.

(Daloz, in Galbraith 1990:20)

It is apparent, from my analysis, that a wide range of issues impact upon students learning experiences at the institution – for example, their understandings and expectations of the learning experience and institutional (literacy) requirements, practices and different disciplinary discourses, differing conceptions of assignment topics and feedback, and issues of diversity across culture, class, gender and language. Consultants in the Writing Centre have often served to mediate these for the students in consultation discussions. With almost 5000 records having been made of such consultations, there exists a substantial body of case law generated in the Writing Centre, whose practice constitutes a particular type of mentorship. In this Chapter, I wish to look at the implications for mentorship that are derived from the detailed analysis of the case studies. In doing so, I would like firstly to comment on the work of writing centres and their place in the larger world of education. And then, based on experiences in the Writing Centre, I would like to look towards a model of academic mentorship, which I believe could be a more feasible means of catering for literacy practices at a higher educational institution such as UCT – encouraging development of students together with and within their departments.

9.2 What Happens in the Writing Centre and the Needs it Signals for Higher Education

The term *development* is written in as a primary aim of the Writing Centre's work – with regards to the student, their writing, collaborative projects with staff and the institution. Development involves change; indeed, Bernstein believed that education as a whole is about *changing consciousness and identity* (quoted in Morphet, 1997). However, as Daloz (1999) states, development is more than simply change; it implies direction, it occurs 'in a series of spiralling plateaus' where each improves on previous ones. Similarly, the patterns of students' writing development appear to go through a series of spirals, as evidenced in the repetitive patterns of writing behaviour and consultative issues illustrated in my analysis – for example, readings and topics and expectations often needed explaining to students over and over again. Daloz goes on to explain that development may not necessarily be a matter of knowing more but

rather of thinking differently; hopefully, in developing their writing, students, through improved conceptual understandings and acquaintances (hence the repetition), for example, come to think differently.

In fact, an ideal outcome of development of the writer seems to follow Maslow's hierarchical path: firstly, there are the basic needs; the student needs to understand the 'tricks' of the academic trade, then to deal with the need for security, a feeling of confidence, being accepted as part of the academic culture. The student can then move on to the social, the concept of an audience for the writing, becoming able to weave voices together in their writing. With industry comes the fine-tuning of their technique, and finally, self-fulfilment or actualisation, where there is creativity, risk taking, originality, and the student can become a 'published authority'.

Let us now look in more detail at some of what is involved in the support of this development. Shaughnessy (1979) refers to essay writing as an act of confidence – being an exhibition of the thoughts and inner experiences of the writer. And she refers to the student writer as being linguistically barren until they have become conscious of their own voice (in other words, developed a sense of ownership in their writing) and are able to respond as a thinker and a speaker, to others. Student writers thus need to be able to engage with their learning (including the different voices and their own). Much time in the Writing Centre is spent in discussion – asking the student what *they* think – about an issue, another person's claims, or what they mean in their own writing or mean to say in it. Thus modelling and giving practice at engagement – encouraging the articulation of their own voice – letting them hear it – which enables provision for their writing.

Also important for students to be able to engage is for them to come to feel in control of language and in order for tutors to help learners in this, they need to understand and consider differences amongst genders or languages and cultures in attitude, approach to learning, writing and needs. There is a need for facilitators of learning to generally get to know, understand and accept learners' backgrounds and appreciate the true extent of the transitions they are making in coming to study at this institution. In other words, it seems that teaching students *how* to engage with their learning needs to be done in an engaging manner – discovery with guidance – providing for reflection and theory testing (*cf.* Johnson, 1997) in a supportive environment – if the environment remains threatening and non-supportive, it is unlikely that space will be made by the learner for such reflection and theory testing.

Thus, time needs to be spent on building up and establishing a relationship. My results seem to emphasize the fact that time spent on getting to know each other and building up trust is important – especially to females (the establishment of commitment or consistency with males is a factor in need of consideration – possibly relating to the gender of the consultant or facilitator).

This getting-to-know process is beneficial for students in drawing them out, building up their confidences, establishing trust and in helping students to find their voices. But it is also beneficial in its ‘educating’ of the educators – they get to know the resources they can draw on and cater to in working with their students and it can lead to more confidence in managing to reach their students. Students’ responsibility for their learning and related aspects, such as time management, are affected by issues such as language ability and acquaintance with academic culture and, indeed, social isolation or money problems. Support and understanding and consideration given to time management factors are, for example, especially important for students whose home language is not English.

The Writing Centre appears to facilitate learning – it helps to make learning content meaningful to the learner – firstly in promoting understanding between the consultant and the students, and secondly, between the students, their content and their thoughts about their content. The consultant is thus able to help the student more, based on their understanding of the student’s position. The Writing Centre has helped a good number of students, but it is limited in the extent to which its service can stretch. However, rather than more bridging provision being needed for the institution to cater for its diverse student population, it is more connections.

Shaughnessy states “Precisely because writing is a social act, a kind of synthesis that is reached through the dialectic of discussion, the teaching of writing must often begin with the experience of dialogue and end with the experience of a real audience, not only of teachers but of peers” (1979:83). And Tomlinson echoes this, “The very complex forms of skill characteristic of human beings (such as speaking, writing, social interaction, deployment of formal understanding) cannot be learned in isolation, but require assistance. That assistance is often informal, but it is active” (1995:20). The development of learners should involve lots of writing and enable a relaxed attitude towards it as a social process (rather than merely a production to be assessed). I also believe – as a result of my experience at the Writing Centre, that first steps towards such an attitude change over writing here, most especially for students whose

home language is not English (the language in which they invariably have to write), need to prioritise talking in English – although, I have learnt that it is not just the English Second Language speakers that need to be encouraged to talk – and this is perhaps better done in a one-to-one situation rather than a lecturing one.

Writing is an active, composing process, continuing; it is thinking made visible – and thought when visible becomes food for further thought. And as I have mentioned, writing is essentially a social activity, it is a communication from one person – the writer or author, to another or others. Despite terms commonly linked to writing in academic institutions, such as ‘argumentation’, ‘debate’, ‘critique’, ‘discussion’, ‘persuasion’, ‘engagement’ and even the concepts of drafting and reviewing, and feedback, the ‘social’ aspect of writing is missing or abandoned in the ‘teaching’ of it here. Although it is common for lecturers to encourage students to write drafts or to discuss their work in groups and occasionally, drafting or discussion exercises are given, but not *ensured* as part of the learning process at university. Evidence from my case studies shows that little enough emphasis is given to promoting this (social) aspect of the writing activity.¹ It is ironic that the practice as taught is isolatory – it is seldom talked about through the process or as a product formally – in research, in drafting, in feedback, in retrospect, or with other students or staff – unless there has been previous practice or the student has approached a service such as the Writing Centre.

What is also clearly in need of stressing, or re-stressing, is that writing is a learning process; drafting needs institutional acknowledgement and practice – by integrating it into the curriculum and with a facilitator or mentor, it teaches practice, making time to study. Students need to be taught to be active in their approach to learning – and this is done through active engagement more than distance, for example, through providing opportunities for enabling them to respond – to ideas, reading, feedback, and so on. The consultant or mentor must be active in their approach – a proper model for the student.

Feedback, not always recognised for its value in writing development, can become a dialogue in mentoring, and thus promote further meaning making. And in the mentoring situation, this dialogue, in inviting participation, can serve to address the problem that Thesen (1994) raises – of the silencing of students’ voices due to their

¹ Both the Murphy and Grimm collections refer to students who have fulfilled the ‘plan-draft-revise’ process in back-to-front order just to fulfil requirements – probably because they are not gone through properly as the discussion part of process. I have also heard of lecturers who refuse to see or discuss drafts with students before hand-in.

intimidation and lack of acquaintance with their ‘audiences’, and that raised by Shaughnessy (1979) – of the non-recognition by students of the value of their responses and their potential standing within academic meaning. Many students have referred to the Writing Centre as a relief from isolation and a refuge from intimidation.

After coding, I was taken aback at how consultants had worked – way beyond their boundaries with many of the students – in terms of time, effort, availability (after hours and at consultants’ homes), and allowing a relaxation of policies set up – such as a twenty page limit on a draft reading and a one hour maximum preparation time. Students *used* them – with appreciation – it was a free service, after all. Roles evident in my analysis that consultants took on seemed to be those of tutor, mediator, friend, editor, networker, reader, supervisor substitute, counsellor, and consultant. It is interesting to compare these to Galbraith & Zelenak’s (1991) description of the mentor’s role; that of role-model, advocate, sponsor, counsellor, challenger, developer of skills and intellect, listener, host and balancer.

I initially regarded my work in the writing centre as being about teaching the culture of the university, for example, the concepts of authority, ‘own views’, argument, critique, and helping initiate students into this – making the tacit explicit – what the academic ‘game’ is, what they’re supposed to do at university – in other words, thinking, figuring out, critically analyzing, rethinking, coping with sources, how to do lecture notes, tests, readings, bring in their own experiences, and so on. However, through my experience, I came to wonder about the one-sidedness of such an approach. Whilst we became more aware of student difficulties and diversities, and I felt our database could provide illustrations of these, our helpfulness or contribution to institutional development – other than to individual students who consulted us, was questionable. We constantly battled to avoid a clinic-type situation – often having to deal with students at the last minute, despite repeatedly explaining how we *preferred* to work.

A key problem is that the Writing Centre – certainly the UCT one – is founded on a contradiction: students learn to write best in the context of a discipline, but the service provides non-specialist consulting – to an extent – which is why the Writing Centre is of some aid. Consultants not knowing discipline could be an advantage (certainly in undergraduate consultations) – it lends the possibility of genuine clarification or questions, modelling searches for what the questions ask and what the

answers may look like or contain – it enables mutual searching and levels off the power. Consultants appear to be expected to mimic (act as proxy voices for) discipline specialists. Certainly there is a generic discourse of academic literacy that has pedagogic force. But the question arises, in fact: can non-specialist consultants (or mentors) truly assist in the socialisation into separatist discourses?

Angelil-Carter & Thesen (1993), mentioning Rose's reference to the 'myth of transience',² state that this myth serves as an effective means of retaining the status quo: as the source of the problem and therefore its solution are elsewhere, little is seen as needing changing. These authors were relating the history of EAP (the English for Academic Purposes course at UCT), and pointing out that EAP serves to maintain this myth by dealing with the (institutional) problems elsewhere (than the department). The Writing Centre could be seen in the same light – in a 'fix-it' mode. With it being outside departments, the potential benefits of such work for the institution are not excavated. Such work done inside departments would be more beneficial – departments need to look at owning and solving their own problems (– the Writing Centre's built-up expertise could certainly be used for advice in the process).

I related in Chapter 3, Clark & Ivancic's (1997) distinction between context of situation and context of culture in their discussion of how these shape the writer and their writing. The Writing Centre consultant is a mediator between other role-players in the context of situation – for example, between the lecturer and the student, and the requirements or topic and the student – and also within the context of culture – in explaining and affirming practices, values, beliefs, and so on. Most literature on Writing Centres focuses on the process of writing and getting writers to 'find their voices'. However, I would like to argue that what occurs in the Writing Centre with long-term clientele, although unofficially, unrecognizably and untrained³, is basically a form of academic mentorship. In other words, the consultant/writer relationship is a form of mentorship in that the consultant is trying to induct the student writer into an 'inner' circle of the discourse.⁴ The question arises as to whether this should be a function of the Writing Centre in theoretical terms?

9.3 The Writing Centre Consultancy as a Hidden Profession

As I have explained in Chapters 7 and 8, the successful or consultative relationships in the Writing Centre, have been built not on working with writing directly but on

² "that if we can just do x or y, the problem will be solved, ... and higher education can return to its real work".

³ Consultants had little official training whilst I was there; since then there has been more.

⁴ In fact, I would argue that all sorts of Writing Centre work could be categorised as mentoring (see Appendix 4 Mentoring Map).

building up confidence in the writer or learner. And this has happened through the consultants sharing of ideas, listening and acceptance. It is also perhaps easier in that the consultant is at least on a level with the client, and not necessarily intellectually or knowledgeably superior (which a lecturer or supervisor may be). The writing is central to the consultation in that it provides the roots for the discussion; however, the activity of the consultation is that of talking rather than writing. Furthermore, feedback on the writing is fairly immediate in the consultation – the student is working on a piece of writing and whilst they are concerned about that piece of writing, the consultation creates the opportunity for discussion around it – thus enhancing their identity as a writer – in discussing their topic, and as a learner – in engaging in (academic) debate around their task – and fulfilling Murphy’s ideal of control and authority being in ‘the negotiating group’ (see Chapter 4). The Writing Centre consultation, with its ‘equal’ participation of tutor and writer, according to Hobson (1994), resembles the ‘dialogic’ nature of Freire’s espousal of learning, which ‘occurs within conversation, and not as top-to-down instruction between the teacher and student’. It treats the student as a producer, rather than a consumer of knowledge.

Daloz (1999) points out that the process for assigning or recognizing mentorships remains largely invisible. In order for successfully maintained systems of mentoring, it is also important for mentors to discuss, reflect and practice their learnings. My analysis does not raise much of the severe hard work, burnout and stress that consultants endured. There are no debriefing mechanisms in place, as in other mental health care professions. The writing consultancy is a ‘hidden profession’; it has a code – based on a set of practices. But it is largely unsupported. Reflection, discussion and the ability to act on learnings from the consultations all provide a form of debriefing – essential to such professional occupations.

Zachary (2000) refers to reflection as ‘an introspective dialogue’ that stimulates questions, provokes an assessment of the learning and enables the integration of new learning and the observation of the process of self-knowledge, essential to our learning. And she lists the benefits of regular mentoring reflection as those of clarifying thinking, capturing the richness of learning experiences, helping to determine the mentor’s feelings about what is occurring, providing a written log with specific details and information, and promoting systematic and intentional reflection. Her list of strategies for successful reflection, include writing regularly and include factual material, reactions, feelings, process notes and goals. Of course, she mentions

that different methods work for different people. It is possible that the database in the Writing Centre provided for reflection – when it was used effectively. However, there was not a formal system in place for development to happen as a result of this reflection.

Mentoring within the Writing Centre situation can provide the student with assistance in adapting to their learning environment through an awareness of discourse, strategies and techniques, experimentation, monitoring and reflection on these and an engagement with their learning as well as motivation and confidence-building or encouragement, and reduced feelings of isolation. But it is limited in that the consultant is unable to address the needs she may note of the department or discipline she is working with, or with the institution. Departmental monitoring could counteract this. A mentoring system within departments would enable engagement of the mentors and mentees with the teaching and learning of the department and this in turn could incorporate a creative mechanism into development. Mentoring within a discipline or department may provide for more engagement of mentors between the staff, the curriculum and the learners and therefore for more of an impact on their learning. And playing a more formal role, the process enables improved monitoring and assessment (of mentors, teaching, learning and curriculum) and provides for channels of recourse when problems do emerge (– thus providing for improved retention and academic achievement rates, as mentioned). I would therefore like to examine the concept of mentorship in an academic environment in more detail.

9.4 Looking Towards a New Model of Academic Mentorship

The Writing Centre has been a valuable supportive resource to individual students, through its consultancy service and also to individual members of staff in some departments, through its collaborative projects. However, whilst the Writing Centre has proved useful to individuals in the institution, its usefulness to the institution has been limited; its extra-departmental status renders it a weak agency for departmental intervention, support and organisational learning. Whilst consultants can help students develop an awareness of their writing within the Writing Centre, this ‘awareness’ is created outside students’ respective disciplinary practices – and the disciplines themselves are not able to benefit from insights gained from such mediation. For example, understanding of and consideration to the difficulties expressed by Second language women in relating to authoritative male figures, as is evidenced, especially in some of the supervisory difficulties in my female, second language,

postgraduate group, may provide aid in the matching and the management of such relationships and tutelage. Generally, departmental pedagogy ignores a range of factors – institutional conditions such as those mentioned above, which affect students' experiences of their acquisition of academic literacy. My investigations lead me to believe that modification and generalization of the mentorship model implicitly developed in the Writing Centre would best take the form of intradepartmental mentorship programmes (that is, run within the departments themselves) – forming part of a necessary wider institutional endeavour aimed at catering adequately for a diverse student population like UCT's. Such programmes would raise developmental potential for the institution as a whole, for example, in that intradepartmental mentoring of students could enable closer knowledge and understanding of students' academic acquisition experiences within the department and, in turn, enable incorporation of this knowledge and learning into departmental practices (– teaching, learning and assessment).

In other words, whereas the Writing Centre has worked with students on getting them to understand their writing and on helping them to adjust their practices where necessary, I believe that a more worthwhile approach would be with the institution, based on such experience of the Writing Centre's, coming to understand more of what, how and why their students are writing – and to adjust *their* practices where necessary. (The Writing Centre has, indeed, attempted such work in small collaborations with departmental staff, for example, in the departments of Chemistry, Zoology, Occupational Therapy and Information Systems – all of which have had reports written up).

Lea & Street's (1998) research was based on the premise that an investigation into both staff and students' understandings of their literacy practices, in the absence of prior assumptions as to their appropriateness or effectiveness, is essential to an understanding of the nature of academic learning. The approach to learning in New Literacy Studies (NLS) is where students and their lecturers are able to draw on their different experiences and views to explore their meanings and expectations and thereby construct understandings between them – this falls in nicely with the idea of mentorship. I believe that a mentoring system should fuse the gaps between staff expectations and students' interpretations. At the moment, NLS consists of theories on observing (literacy) practices – I think that a good system of mentorship would

provide a means of enabling the practices espoused by NLS to be practised in the institution.

Zachary (2000) points out that mentoring is a powerful growth experience for the mentor and the mentee – and I would add, by implication, the institution. Institutional attention to the role mentorship can play in higher educational development could be of benefit to students, staff, and the institution itself – in terms of sustaining and improving graduate outputs – through a wider form of supervisory input. A mentorship system would provide for apprenticeship at the institution.⁵ As I suggested in Chapter 4, it could be seen as a means of acculturation of the protégé into an ‘affinity group’ (*cf.* Gee, 2001) – to which the mentor already belongs. Whilst the Writing Centre consultation does this to an extent in terms of informing the student of general discourse structures and requirements in writing, the protégé could be more firmly acculturated by a more fully informed member of the affinity group – viz the actual disciplinary discourses and requirements. The new focus of the mentoring relationship, according to Zachary (2000), is process-oriented – close to the practice of consultancy in the Writing Centre – involving space for the acquisition of knowledge, the chance for practice at its application and the promotion of critical reflection (with more chances for practice at application). And rather than simply being given knowledge, the mentee is an active learner and directs their own learning, whereas the mentor is a facilitator, who supports the mentee in their learning and empowers the mentee, helping them to ‘find’ their own voice and equipping them with (academic) capabilities through various facilitative strategies, (*cf.* Daloz, 1990: mentors support, challenge and provide vision⁶). A mentor within a department has advantage over the writing centre consultant in that they do have content knowledge and thus are to an extent, more of an authority than the consultant. They can be trained in writing skills and training, and in facilitating learning, the right personal approaches, and so on. They also have more influential power than the writing centre consultant because of their closer links to the department, the curricular, teaching staff, materials and resources. And reflective practices, such as sharing of stories and successful strategies could, as McCormack (in Chesterman, 2000) claims, enable the

⁵ Whilst I believe that such a system would also be useful for new staff, I am concentrating here on mentorship of students.

⁶ These are outlined in Chapter 4, examples of such strategies as practiced in the Writing Centre are as follows: *Support* – where the consultant affirms the validity of the student’s experience – through active listening and positive expectations, clarifying what is meant and referring back to what the student has said in talking about their writing. *Challenge* – in terms of the consultant pointing out what has not made sense, what the student has not explained, what they could add, encouraging attempts by the student to work on their own and encouraging reflection – through questioning – to see if the student’s ideas work. *Providing Vision* – through reflection, mirroring and talking about the next steps and acting on feedback.

re-examination, refinement, extension and development of practices, attitudes and values of teaching and learning within the department.

The mentor in my discussion here is different from the supervisor – who could be a mentor, but not necessarily. The supervisor, I would imagine, could be more directive, more critical, more of an authority on the actual content of the student's thesis, and possibly less holistically engaging – leaving the student to find their capabilities and working with the student only for the duration of and focussed on their research and thesis writing process – the goal being the finished product (the thesis or research report), whereas the mentor's goal is the student's ability to function independently and their recognition of this ability. Supervisory relationships are generally understood to take place over one (research) project, whereas I envisage mentoring relationships to have the potential to last over longer periods or journeys of development. I mentioned, in Chapter 8, the apparent waste of the consultant's efforts in terms of student learning, when sets of consultations occurred at the last minute, just before the student was to hand in their essay, research report or thesis. However polished a product the student may have ended up with, it is unlikely that they absorbed much in terms of long lasting learning as a result of their consultations. As repeated patterns – such as those evident in my analysis of issues dealt with and students' ability to take on responsibility for their learning (Section 7.3) – illustrate, changes or new habits in approaches to learning take time to establish. Section 7.9 also emphasizes the repeated cycles natural to learning. I also point out that the new idea of mentorship recognises that a mentee can have multiple mentors and that there are multiple models of mentoring.

I mention benefits of mentoring in Chapter 4: for the student, it can be easier to cope at the institution because of guidance in the acquisition of skills necessary and an achievement of a sense of control over their lives (*cf.* Schultz, in Sexton, 1998) – and by implication of stories from mentoring in other areas, it is possible that with good mentoring, students' benefits could include satisfaction, engagement and confidence in their learning experiences, fewer instances of drop-outs or course changing, a supportive climate and a means of integrating into the academic environment. And the mentoring staff can learn more about their students and their students' experiences in the course, lectures, assignments, materials and curricula, and because of increased student engagement and confidence, it is likely that teaching experiences could become richer and more satisfying and that attendance rates could improve.

Education is something we neither 'give' nor 'do' to our students. Rather, it is a way we stand in relation to them

(Daloz, 1999:xvii)

9.5 What's involved – Considerations and Limitations

The mentor guides the protégé in their journey of discovery and examination of intellectual territory, according to Galbraith & Zelenak (1991) – and important is the mentee's keenness for this guidance – hence the Writing Centre's voluntary nature and general way of working. However, the responsibility can vary within this working relationship. Much of the 'Responsibility' node in my analysis shows up patterns of play of responsibility between the consultant and student as they journey. Zachary talks about a similar play of responsibility in the mentoring relationship and explains the role of this play in the mentee's journey of development:

Instead of being mentor driven, with the mentor taking full responsibility for the mentee's learning, the mentee learns to share responsibility for the learning setting, priorities, learning, and resources and becomes increasingly self-directed. When the learner is not ready to assume that degree of responsibility, the mentor nurtures and develops the mentee's capacity for self-direction (from dependence to independence to interdependence) over the course of the relationship. As the learning relationship evolves, the mentoring partners share the accountability and responsibility for achieving a mentee's learning goals.

(2000:3)

As Fish (1995) points out, it is not more knowledge that the student needs from the mentor, but more recognition of their own knowledge or that they are the 'knower' and that they do not have to be dependent on another authority. Becoming comfortable with their own authority takes some getting used to, however.

Mentoring differs from counselling in that generally, it is more interventionist – for example, in focussing the student on appropriate and effective methods in the acquisition of academic skills – and as in the Writing Centre, this is done through sharing of experiences and practices, (usually counselling takes a non-interventionist approach – with no sharing by the counsellor). My model of mentoring however, would have a narrower focus than counselling – around the exploration of personal issues in as far as they affect academic development. As mentioned in Chapter 4, although a mentor is not a counsellor, much useful insight for mentoring can be gained from the counselling model. Tomlinson (1995) mentions three 'core conditions' attached to the non-directive counselling tradition, all of which are practised in the Writing Centre:

- An accepting stance, in which there are no conditions on the other person's behaviour, there is no moralizing or prescribing,

- Empathy, or the communication of sensitivity to the person's feelings and experiences, and
- Genuineness – whereby the counsellor may express their own feelings without imposing their values on the other person.

And Johnson (1997) outlines five ways in which we can listen and respond – all of which are naturally practised in the writing centre consultation, although he is talking more from a psychotherapeutic angle. These are: advising and evaluating, analyzing and interpreting, reassuring and supporting, questioning and probing, and paraphrasing and understanding. He says that giving advice and making a judgement on the thoughts or actions of another are amongst the most common 'helping' responses we make; they imply what could or should be done to solve the problem. One of his cautions about advice giving is that it can encourage people not to take responsibility for their own problems, and that being evaluative can serve to avoid involvement with the other person's issues. And also that they may be biased towards the advisor's values, needs, and perspectives and, he says it is better to avoid doing this in the early stages of a relationship. In terms of analyzing and interpreting, Johnson says that the respondent's intentions are to teach the resposdee about their problems or feelings, attempting further insight and understanding, and he points out that this is easier and less threatening than trying to figure out the causes of their behaviour. Reassuring and supportive responses can indicate sympathy and a wish to reduce the intensity of the sender's feelings. Questioning and probing indicate that the respondent wishes to get further information and guide the discussion along certain lines, and he recommends open questions – which encourage further reflection and sharing, rather than closed questions, requiring a 'yes' or 'no' answer. He asserts that skilful questioning is an essential part of helping people when they are discussing their problems and concerns with you. However, he warns that whilst questions communicate an interest, they do not necessarily communicate an understanding, and he suggests that changing questions into reflective statements that encourage the person to keep talking, may sometimes be more effective. These serve to clarify and summarize and as they do not require an answer, they do not disturb the flow of communication. Finally, of paraphrasing and understanding, he points out that an understanding and reflecting response indicates an intention to understand the thoughts and feelings of the resposdee and a checking that this understanding is correct.

Consideration also needs to be given to support by the institution for provision of a successful mentorship program. Issues such as roles, availability, vulnerabilities, limits and time factors, need to be thought through and negotiated. Careful consideration needs to be given to cross-cultural, -gender, class and racial obstacles (and possibly others). Matching of the mentor and mentee is important – for example, as my analysis has shown, sensitivity is needed to difficulties female second language speakers seem to have with working with white men. But this could be tackled from a number of angles, such as looking towards the degenderization of the institution and its systems, discourse, and so on. (*cf.* my discussion in Chapter 6 on the objective, reasonable, detached, ‘masculine’ nature of academe as opposed to ‘feminine’ subjectivity and revealing of emotion). There are also clearly difficulties with mentoring of males by females – for various reasons, – maybe mentoring is, by nature, ‘feminine’.

Mentors are specific people – not just anyone can be a mentor, they need training and they need specific knowledge – for example, knowledge of content, learners and methods (Galbraith 1990). Ideal personality characteristics of such facilitators are outlined in Chapter 4. These include insight, fairness and perspective, flexibility, openness, free thought, respect for and appreciation of freedom of thought and experimentation of others as well as their values and processing mechanisms.

Training is needed in aspects such as feedback, and also for mentors to know when to work collaboratively, model, stand back and encourage independence – in other words, to tend properly (to the learning), so as to avoid reducing the mentoring process to a transaction (*cf.* Zachary, 2000). I am aware that in the Writing Centre, this reduction of the relationship to a mere transaction has occurred on occasions – for example, when consultants have found themselves correcting and editing large amounts of students’ work, doing hours of preparation for short consultations with little reflection provided for by the student or the consultant. To counteract this, I would recommend a mentoring community, which provides for support. Kram delineates necessary conditions for the potential benefits of mentoring to be realized in an organization:

- Opportunities for frequent and open interaction between managers at different career stages and hierarchical levels,
- Members must have the interpersonal skills to build supportive relationships, as well as the willingness and interest in doing so,

- The organization's reward system, culture, and norms must value and encourage relationship-building activities, (1988:160).

Likewise, Lindenberger & Zachary, (1997) point out that essential to the success of a mentoring program, is visible support and involvement from the highest levels of the organisation – it needs to be valued by the department in which it is developed and the program needs to support their values and goals (for example, improved student retention and academic achievement). And finally, Seaman (2000) states that careful planning, preparation, implementation and evaluation are all essential to a successful mentoring system in an organisation. Seaman continues to point out that staff of the organisation need to understand the benefits and mechanisms of mentoring, that ground rules and boundaries need to be established and understood and that the system needs to be well managed, with someone in charge of co-ordinating it and seeing to difficulties.

It is also important to consider the dynamic aspect of a working mentoring relationship; mentor relationships happen in periods of developmental transition and once over, they change – ideally into friendships or collegial relationships but possibly into less friendly or estranged relationships. As growth and development of those involved is the essence of a good mentoring relationship, constant readjustment of the relationship is inevitable. And mentor relationships are, by nature, meant to end.

I outlined various theories of the changing mentor relationship in Chapter 4, and present them below alongside each other.

<i>Initiation</i>	Cognitive	<i>Discovery (self and mutual)</i>	Preparing
<i>Cultivation</i>			Negotiation
<i>Separation</i>	Associative	<i>Consolidation</i>	Enabling
<i>Redefinition</i>	Autonomous	<i>Stability</i>	Coming to closure
KRAM 1988	TOMLINSON 1995	DALOZ 1999	ZACHARY 2000

Table 9.i: Theories on Stages of the Mentoring Relationship

In the Writing Centre, the ending, or ‘coming to closure’ is sometimes signified with the non-reappearance of the student. On other occasions, it is more visible to the consultant than the student. I have mentioned notes in my analysis for consultants commenting to this effect – they feel they are sounding ‘like a stuck record’, or all they find themselves doing eventually, is editing the student’s work – the balance between ‘support’ and ‘challenge’ is gone (*cf.* Daloz, 1990).

It is also important to recognise that change in learning habits is often slow! And that measurement of its effect is difficult – the full impact is often more clear in retrospect. Debriefing and reflection may prove useful in assessing effects, as may long-term studies. Often students have come to the Writing Centre regularly over a short period of time and consultants have no way of determining the true impact of their work on the students’ long-term development. As Daloz (1990) points out, there are difficulties in outsiders evaluating the private relationship set up between the mentor and their protégé, but perhaps a more formalised intradepartmental system could provide for this. However, it is also important to bear in mind that with many mentors, there can be many causes, and therefore many attributes to any development.

There are limits of mentoring, as I mentioned in Chapter 4; some mentoring relationships do not work and I am not touting it as a general tonic for all student- or development-related institutional problems. Sometimes the balance is not there in terms of responsibility or of support and challenge – the student doesn’t take or the consultant doesn’t yield. Such systems can be very demanding of time and resourcefulness (of individuals, departments and institutions). Mentoring calls upon knowledge, communication skills, patience, commitment and courage of individuals concerned. A system of mentoring needs careful thought, the right matches, good training, commitment, support and involvement.

Although I have spoken little about actual language in student writing, I hope I have shown up important issues to it beyond the ‘immediate environment’ (*cf.* Malinowski, in Halliday & Hasan, 1985) – hopefully determining the significance of these factors in an understanding of students experiences within academic discourses and of becoming academically literate. And that indeed, as Clark & Ivanic (1997) see it, writing is a political, social, mental, physical and linguistic act.

*Before practice, there is the mountain;
During practice, there is no mountain;
After practice, there is the mountain.*

(Zen saying in, Daloz, 1999:27)

Bibliography

- Adkins, Chandra. 1999. *Growing from a Teacher Candidate Challenge: A Teacher Researcher Stance in Response to Tension*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- Angelil-Carter, Shelley. 2000. *Understanding plagiarism differently*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Angelil-Carter, Shelley. (ed.). 1998. **Access to Success: Literacy in academic contexts**. Cape Town: University of Cape Town Press.
- Angelil-Carter, Shelley. (ed.). 1993. **Language in Academic Development at U.C.T.** Academic Support Programme: University of Cape Town.
- Angelil-Carter, Shelley, David Bond, Moragh Paxton & Lucia Thesen (eds.). 1994. **Language in Academic Development at U.C.T.** Academic Development Programme: University of Cape Town.
- Angelil-Carter, Shelley & Cathy Hutchings. 1995. *Plagiarism: Academic theft or Academic skill?* In **The Monday Paper**, Vol. 14:24, U.C.T.
- Angelil-Carter, Shelley & Cathy Hutchings. 1995. *Plagiarism Uncovered*. In **The Monday Paper**, Vol. 14:28, U.C.T.
- Angelil-Carter, Shelley & Cathy Hutchings. 1995. *Plagiarism Uncovered*. In **The CSD Bulletin**, September.
- Angelil-Carter, Shelley & Lucia Thesen. 1993. *English for Academic Purposes within the institution: the shape of a shadow*. In Angelil-Carter (ed.). **Language in Academic Development at U.C.T.** Academic Support Programme: University of Cape Town.
- Ashworth, Peter, Philip Bannister & Pauline Thorne. 1997. *Guilty in Whose Eyes? University students' perceptions of cheating and plagiarism in academic work and assessment*, **Studies in Higher Education**, Volume 22, No. 2:187-203.
- Bailey, Kenneth D. 1987. **Methods of Social Research**, (3rd edition). New York: The Free Press.
- Bak, Nelleke (ed.). 1998. **Going for the Gap: Kenton 1997**. Kenwyn: Kenton Education Association, Juta & Co. Ltd.
- Baker, Dave, John Clay & Carol Fox (eds.). 1996. **Challenging Ways of Knowing: In English, Maths and Science**. London: The Falmer Press.
- Ballard, Bridgid & John Clanchy. 1988. *Literacy in the University: An 'Anthropological' Approach*. In Taylor et al. **Literacy by Degrees**. Milton Keynes: Open University Press.
- Ballard, Brigid & John Clanchy. 1991. *Assessment by Misconception: Cultural Influences and Intellectual Traditions*. In Hamp-Lyons (ed.). **Assessing Second Language Writing in Academic Contexts**. New Jersey: Ablex Publishing Corporation.
- Barton, David & Mary Hamilton. 1998. **Local Literacies: Reading and Writing in one Community**. London: Routledge.
- Barton, David, Mary Hamilton & Roz Ivanic (eds.). 2000. **Situated Literacies: Reading and Writing in Context**. London: Routledge.
- Barton, David. 2000. *Researching literacy practices: learning from activities with teachers and students*. In Barton et al. **Situated Literacies: Reading and Writing in Context**. London: Routledge.
- Beck, Sarah W. 2001. *Editorial reviews: Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry*, edited by Carol D. Lee & Peter Smagorinsky, *Inside City Schools: Investigating Literacy in Multicultural Classrooms*, by Sarah Warshawer Freedman, Elizabeth Radin Simons, Julie Shalhope Kalnin, Alex Casareno, and the M-CLASS teams. **Harvard Educational Review** Vol. 71. No. 2. Summer: 296-309.
- Belenky, Mary Field, Blythe McVicker Clinchy, Nancy Rule Goldberger & Jill Mattuck Tarule. 1986. **Women's Ways of Knowing: The Development of Self, Voice, and Mind**, Basic Books, Inc., Publishers: New York.
- Bernstein, Basil. 1996. **Pedagogy, Symbolic Control and Identity: Theory, Research, Critique**. London: Taylor & Francis.
- Bizzell, Patricia. 1992. **Academic Discourse and Critical Consciousness**. Pittsburgh: University of Pittsburgh Press.
- Blanche-Benveniste, Claire. 1994. *The construct of oral and written language*. In Verhoeven (ed.). **Functional Literacy: Theoretical Issues and Educational Implications**. Amsterdam: John Benjamins.

- Bock, Hanne. 1988. *Academic Literacy: Starting Point or Goal?* In Taylor et al. **Literacy by Degrees**, Milton Keynes: Open University Press.
- Boquet, Elizabeth. 1998. *Responsible Practice in the writing center - On teaching and tutoring in the center*. In **The Writing Lab Newsletter**, Vol. 22, No 6. Feb 1998. Purdue University.
- Bourdieu, Pierre, J-C. Passeron & M. de Saint Martin. 1965. **Academic Discourse: Linguistic Misunderstanding and Professional Power**. Stanford: Stanford University Press.
- Bozalek, Vivienne. 1994. *Peer Tutors: A case study of 4th year/honours Social Work research methods course*. Unpublished paper, University of the Western Cape.
- Brookfield, Stephen D. 1990. *Discussion*. In Galbraith (ed.). **Adult Learning Methods: A Guide for Effective Instruction**. Florida: Krieger Publishing Company.
- Burns, Deborah. 1998. *Responsible Practice in the writing center - On teaching and tutoring in the disciplines*. In **The Writing Lab Newsletter**, Vol. 22, No 6. Feb 1998. Purdue University.
- Carroll, Evonne. 1998. *Tutors' Column: Tutoring as re-vision*. In **The Writing Lab Newsletter**, Vol. 22, No 6. Feb 1998. Purdue University.
- Case, Jennifer & Richard Gunstone. 2001. *'No time to think' – Interactions between students' perceptions of time and approaches to learning*. Paper presented at Higher Education Close Up Conference, 16-18 July. Lancaster, University.
- Charmaz, K. 1995. *Grounded Theory*. In Smith, Harré & Van Langenhove (eds.). **Rethinking Methods in Psychology**. London: SAGE.
- Chesterman, Colleen. 2000. **Women and Mentoring in Higher Education: A Series of Training Workshops**. ATN WEXDEV//FAWESA: Cape Town.
- Churms, Shirley. 1999. *Collaboration in Chemistry Writing Project*. Unpublished paper.
- Churms, Shirley. 1996. *Case Study: Jacob and his ladder*. Unpublished paper.
- Churms, Shirley, Antoinette Cloete & Cathy Hutchings. 1999. *Yesterday, Today and Tomorrow... The State of UCT's Writing Centre*. University of Cape Town: Unpublished paper.
- Clark, Stella. 1998. **Studying at University: A Guide for First Year Students**. Academic Development Programme: U.C.T.
- Clark, Stella, Rochelle Kapp & Lucia Thesen. 1997. *Report on Foreign Language Students at UCT*. June. Unpublished paper.
- Clarke, Irene L. 1993. *The Writing Center at the University of Southern California: Couches, Carrels, Computers, and Conversation*. In Kinkead & Harris (eds.). **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- Clark, Romy & Roz Ivanic. 1997. **The Politics of Writing**. London: Routledge.
- Clark, Romy & Roz Ivanic. 1991. *Consciousness-raising about the writing process*. In James & Garrett (eds.). **Language Awareness in the Classroom**. London: Longman.
- Coe, Emma & Carole Keeling. 2000. **Setting up peer-mentoring with postgraduate research students**. London: SRHE.
- Cope, Bill & Mary Kalantzis. 1993. **The Powers of Literacy: A Genre Approach to Teaching Writing**. Pittsburgh: University of Pittsburgh Press.
- Couture, Barbara. 1999. *Modeling and Emulating: Rethinking Agency in the Writing Process*. In Kent (ed.). **Post-Process Theory: Beyond the Writing Process Paradigm**. Edwardsville: Southern Illinois University Press.
- Daloz, Laurent A. Parks 1990. *Mentorship*. In Galbraith (ed.). **Adult Learning Methods: A Guide for Effective Instruction**. Florida: Krieger Publishing Company.
- Daloz, Laurent A. 1999. **Mentor: Guiding the Journey of Adult Learners** (2nd edition). San Francisco: Jossey-Bass Publishers.
- Davidowitz, Bette & Shirley Churms. 1999. *An evaluation of the Chemistry writing project at the University of Cape Town: the students' voices*. **Proceedings of Seventh Annual Meeting, Southern African Association for Research in Mathematics and Science Education**, Harare, Zimbabwe, January. pp. 127-135.
- Davidowitz, Bette & Shirley Churms. 1995-1998. *Reports to University of Cape Town on CEM203W Writing Project*. Unpublished reports.
- Davidowitz, Bette, Shirley Churms & Sullen Shay. 1997. *Writing in the crucible*. **Proceedings of Fifth Annual Meeting, Southern African Association for Research in Mathematics and Science Education**, University of the Witwatersrand, Johannesburg, 1997. pp. 367-373.

- Davidowitz, Bette & Suellen Shay. 1996. *Writing in the crucible*. Poster Presented at **14th International Conference on Chemical Education**, University of Queensland, Brisbane, Australia, July.
- Davis, Kathryn A. 1995. *Qualitative Theory and Methods in Applied Linguistics Research*. In **Tesol Quarterly**, Vol. 29, No. 3. Autumn.
- DeCiccio, Albert C. 1998. *Responsible Practice in the writing center - On tutoring in the center, in the disciplines, and in cyberspace*. In **The Writing Lab Newsletter**, Vol. 22, No 6. Feb 1998. Purdue University.
- De Koning, A. J. J. 1979. *The Qualitative Method of Research in the Phenomenology of Suspicion*. In Giorgi, Knowles & Smith (eds.). **Duquesne Studies in Phenomenological Psychology, Volume III**. Pittsburgh: Duquesne University Press.
- Dennis, Gregory. October 1993. 'Mentoring'. **Education Consumer Guide**. No. 7. ERIC Program, Office of Research, US Dept of Education. <http://www.ed.gov/pubs/OR/ConsumerGuides/mentor.html>. Accessed 17/11/2000.
- Diamond, Suzanne. 2000. *Book Review: Nancy Maloney Grimm: 'Good Intentions: Writing Centre Work for Postmodern Times'*. In **The Writing Lab Newsletter**. Volume 24, Number 10. June: 7-12 Purdue University.
- Dyers, Charlyn. 2000. *Developing critical reading through writing*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Edelsky, Carole. 1996. **With Literacy and Justice for all: Rethinking the Social in Language and Education** (2nd edition). London: Taylor & Francis.
- Edwards, David J. A. 1999. *The development of scientific knowledge through case-based research: Definitions of terms and fundamental principles*. Paper for presentation at **The Convention of the American Psychological Association**, Boston, August 1999.
- Edwards, David J. A. 1998. *Types of case study work: A conceptual framework for case-based research*. **Journal of Humanistic Psychology**, Volume 38: 36-70.
- Edwards, David J. A. 1996. *Case study research method: The cornerstone of theory and practice*. In Reinecke, Dattilio, & Freeman (eds.). **Cognitive therapy with children and adolescents: A casebook for clinical practice**. New York: Guilford.
- Enriquez, David, Carol Peterson Haviland, Candace Olson & Dian Pizurie. 1998. *To Define Ourselves or to be Defined*. In Haviland et al. **Weaving Knowledge Together: Writing Centres and Collaboration**. Emmitsburg: NWCA Press.
- Entwistle, Noel & J. Wilson. 1977. **Degrees of Excellence: The Academic Achievement Game**. London: Hodder & Stoughton.
- ERIC Digests. *Minority Student Retention and Academic Achievement in Community Colleges*. http://ase.tufts.edu/cte/occasional_papers/mentor.htm Accessed 23/11/2001.
- Etherington, Kim. 2001. *Research with ex-clients: a celebration and extension of the therapeutic process*. **British Journal of Guidance & Counselling**, Vol. 29, No. 1: 5-9.
- Fairclough, Norman. (1995) *Discourse across disciplines: discourse analysis in researching social change*. In **AILA Review**, No. 12: 3-17.
- Fairclough, Norman. (ed.). 1992. Reprint 1998. **Discourse and Social Change**. Cambridge: Polity Press.
- Fairclough, Norman. (ed.). 1992. **Critical Language Awareness**. London: Longman.
- Fairclough, Norman. (ed.). 1989. Reprint 1993 **Language and Power**. London: Longman.
- Fischer, Constance T. & F. J. Wertz. 1979. *Empirical Phenomenological Analyses of Being Criminally Victimized*. In Giorgi, Knowles & Smith (eds.). **Duquesne Studies in Phenomenological Psychology, Volume III**. Pittsburgh: Duquesne University Press.
- Fish, Della. 1995. **Quality Mentoring for Student Teachers: A Principled Approach to Practice**. London: David Fulton Publishers.
- Francis, Becky, Jocelyn Robson & Barbara Read. 2001. *An Analysis of Undergraduate Writing Styles in the Context of Gender and Achievement*. **Studies in Higher Education** Vol. 26, No. 3:313-326.
- Fraser, Donald. 1999. **QSR NUD*IST Vivo Reference Guide**. Melbourne: Qualitative Solutions and Research Pty. Ltd.
- Frijda, Nico H. & Batja Mesquita. 1994. *The Social Roles and Functions of Emotions*. In Kitayama & Markus (eds.). **Emotion and Culture: Empirical Studies of Mutual Influence**. Washington DC: American Psychological Association.
- Galbraith, Michael W. (ed.). 1991. **Facilitating Adult Learning: A Transactional Process**. Florida: Krieger Publishing Company.

- Galbraith, Michael W. & Bonnie S. Zelenak. 1991. *Adult Learning Methods and Techniques*. In Galbraith, (ed.). **Facilitating Adult Learning: A Transactional Process**. Florida: Krieger Publishing Company.
- Galbraith, Michael W. (ed.). 1990. **Adult Learning Methods: A Guide for Effective Instruction**. Florida: Krieger Publishing Company.
- Galbraith, Michael W. 1990. *Attributes and Skills of an Adult Educator*. In Galbraith (ed.). **Adult Learning Methods: A Guide for Effective Instruction**. Florida: Krieger Publishing Company.
- Gee, James P. 2001. *Literacy Development, Early and Late: Ownership, Identity, and Discourses*. Paper presented at **The International Literacy Conference: Literacy and Language in Global and Local Settings: New Directions for Research and Teaching**. Cape Town. November.
- Gee, James P. 1996. (1st edition: 1990). **Social Linguistics and Literacies: Ideology in Discourses** (2nd Edition). London: Falmer Press.
- Gillespie, Paula & Jon Olson. 1998. *Tutor Training*. In Silk (ed.). **The Writing Center Resource Manual**. Emmitsburg: NWCA Press.
- Giorgi, Amedeo, R. Knowles & D. Smith (eds.). 1979. **Duquesne Studies in Phenomenological Psychology, Volume III**. Pittsburgh: Duquesne University Press.
- Giorgi, Amedeo, C. T. Fischer & E. L. Murray (eds.). 1975. **Duquesne Studies in Phenomenological Psychology, Volume II**. Pittsburgh: Duquesne University Press.
- Giorgi, Amedeo. 1975. *Convergence and Divergence of Qualitative and Quantitative Methods in Psychology*. In Giorgi, Fischer & Murray (eds.). **Duquesne Studies in Phenomenological Psychology, Volume II**. Pittsburgh: Duquesne University Press.
- Giorgi, Amedeo. 1970. **Psychology as a Human Science**. New York: Harper & Row.
- Goleman, Daniel. 1995. **Emotional Intelligence: Why it can matter more than IQ**. London: Bloomsbury.
- Goodman, Kenneth & Moragh Paxton. 1994. *Feedback in Writing*. In **Proceedings of SAAAD Writing in the Curriculum Workshop**. UCT. September 23-24.
- Goodwyn Andrew. 1997. **Developing English Teachers: The Role of Mentorship in a Reflective Profession**. Buckingham: Open University Press.
- Gough, David. 2000. *Discourse and students' experience of higher education*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Graham, Peg, Sally Hudson-Ross, Chandra Adkins, Patti McWhorter, Jennifer McDuffie Stewart (eds.). 1999. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- Graham, Peg, Sally Hudson-Ross & Patti McWhorter. 1999. *Building Nets: Evolution of a Collaborative Inquiry Community Within a High School English Teacher Education Program*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- Graham, Peg & Sally Hudson-Ross. 1999. *Teacher Candidate Research on Literacy in High School Classrooms*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- Greene, Brenda M. 1993. *The Writing Center at Medgar Evers College: Responding to the Winds of Change*. In Kinkead & Harris (eds.). **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- Grimm, Nancy M. 1999. **Good Intentions: Writing Center Work for Postmodern Times**. Portsmouth, NH: Boyton/Cook.
- Grimm, Nancy & Marsh Pentti with Jeff Barrett, Rebecca Townsend, & Suhail Islam. 1998. *Rethinking Agency*. In Haviland et al. **Weaving Knowledge Together: Writing Centres and Collaboration**. Emmitsburg: NWCA Press.
- Groom, David, Hazel Dewart, Anthony Esgate, Kevin Gurney, Richard Kemp & Nicola Towell. 1999. **An Introduction to Cognitive Psychological Processes and Disorders**. United Kingdom: Psychology Press.
- Grossman, Jean Baldwin (ed.). 1999. **Contemporary issues in Mentoring**. Philadelphia: Public/Private Ventures.
- Grossman, Jean Baldwin & Amy Johnson. 1998. *Assessing the Effectiveness of Mentoring Programs*. In **Contemporary issues in Mentoring**. Philadelphia: Public/Private Ventures.
- Halliday, M. A. K. and Ruqaiya Hasan. 1985. **Language, context and text: Aspects of language in a social-semiotic perspective**. Belmont Victoria: Deakin University Press.

- Hamp-Lyons, Liz (ed.). 1991. **Assessing Second Language Writing in Academic Contexts**. New Jersey: Ablex Publishing Corporation.
- Harris, Muriel. 1995. *Talking in the Middle: Why Writers need Writing Tutors*. **College English**, Volume 57, Number 1 January: 27-42.
- Harris, Muriel. 1994. *Individualized Instruction in Writing Centres: Attending to Cross-Cultural Differences*. In Mullin & Wallace, **Intersections: Theory-Practice in the Writing Centre**. Illinois: NCTE.
- Haviland, Carol Peterson, Maria Notarangelo, Lene Whitley-Putz, Thia Wolf (eds.). 1998. **Weaving Knowledge Together: Writing Centres and Collaboration**. Emmitsburg: NWCA Press.
- Hawthorne, Joan. 2000. *Book Review of: Nancy Maloney Grimm: 'Good Intentions: Writing Centre Work for Postmodern Times'*. In **The Writing Lab Newsletter**, Volume 24, Number 10, June: 7-12. Purdue University.
- Hewlett, Lynn. 1996. "How Can You 'Discuss' Alone?": *Academic Literacy in a South African Context*. In Baker, Clay & Fox (eds.). **Challenging Ways of Knowing: In English, Maths and Science**. London: The Falmer Press.
- Hobson, Eric H. 1994. *Writing Centre Practice Often Counters Its Theory. So What?*. In Mullin & Wallace. **Intersections: Theory-Practice in the Writing Centre**. Illinois: NCTE.
- Hutchings, Cathy. 1999. *The Postgraduate Experience in the Writing Centre*. Unpublished Paper.
- Hutchings, Cathy. 1998. *Transitional Barriers and Contextual Gaps in an Academic Department*. In Angelil-Carter, (ed.). **Access to Success: Literacy in academic contexts**. Cape Town: University of Cape Town Press.
- Hutchings, Cathy. 1997. *Referencing and Plagiarism – What the Course Handbooks Say*. Workshop Presentation given to staff in the Politics Department, UCT.
- Hutchings, Cathy & Shirley Churms. 1999. *Developing an Understanding of the Postgraduate Experience through a Process of Sustained Interaction*. Paper presented at **The Second Postgraduate Experience Conference: Developing Research Capacity in Southern Africa**. Cape Town. March.
- Ivanic, Roz. 1998. **Writing and Identity: The discoursal construction of identity in academic writing**. Amsterdam: John Benjamins.
- Ivester, Heather, Jennifer Dail, Jenny Hart White, Katherine Hatcher & Cheryl Protin Hancock. 1999. *Case Studies of Ourselves and Student Writers*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- James, Carl & Peter Garrett (eds.). 1991. **Language Awareness in the Classroom**. London: Longman.
- Johnson, David W. 1997. **Reaching Out: Interpersonal Effectiveness and Self-Actualisation** (6th ed). Allyn & Bacon: Boston.
- Joyce, Bruce & Marsha Weil. 1972. **Models of Teaching**. New Jersey: Prentice-Hall.
- Kapp, Rochelle. 1994. *English for Academic Purposes: Defining the Role of a General Academic Literacy Course*. In Angelil-Carter, Bond, Paxton & Thesen (eds.). **Language in Academic Development at U.C.T.** Academic Development Programme: University of Cape Town.
- Kapp, Rochelle & Kim Costino. 2001. *Stretching Across Boundaries: A Discussion of Writing and Identity in an Academic Literacy Course at the University of Cape Town*. Paper presented at **The International Literacy Conference: Literacy and Language in Global and Local Settings: New Directions for Research and Teaching**. Cape Town. November.
- Kember, David. 2001. *Beliefs about Knowledge and the Process of Teaching and Learning as a Factor in Adjusting to Study in Higher Education*. **Studies in Higher Education** Volume 26, No. 2: 205-221.
- Kent, Thomas (ed.). 1999. **Post-Process Theory: Beyond the Writing Process Paradigm**. Edwardsville: Southern Illinois University Press.
- Kinkead, Joyce A. & Jeanette G. Harris (eds.). 1993. **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- Kirby, Dan & Tom Liner. 1988. **Inside Out: Developmental Strategies for Teaching Writing** (2nd edition). Portsmouth: Heinemann.
- Kitayama, Shinobu & Hazel Rose Markus (eds.). 1994. **Emotion and Culture: Empirical Studies of Mutual Influence**. Washington DC: American Psychological Association.
- Kitayama, Shinobu & Hazel Rose Markus. 1994. *Introduction to Cultural Psychology and Emotion Research*. In Kitayama & Markus (eds.). **Emotion and Culture: Empirical Studies of Mutual Influence**. Washington DC: American Psychological Association.

- Kram, Kathy E. 1988. **Mentoring at Work: Developmental Relationships in Organizational Life**. Lanham: University Press of America.
- Kruger, Dreyer. 1979. **An Introduction to Phenomenological Psychology**. Cape Town: Juta & Co.
- Kvale, Steinar. 1996. **InterViews: An introduction to Qualitative Research Interviewing**. London: Sage.
- Lea, Mary. 2001. *Computer Conferencing and Assessment: new ways of writing in higher education*. **Studies in Higher Education** Volume 26, No. 2: 163-181.
- Lea, Mary. 1998. *Academic literacies and learning in higher education: constructing knowledge through texts and experience*. **Studies in the Education of Adults**, Volume 30, No. 2, October: 156-171.
- Lea, Mary R. & Brian V. Street. 1998. *Student Writing in Higher Education: an academic literacies approach*. **Studies in Higher Education**, Volume 23, No. 2: 157-174.
- Lieblich, Amia, Rivka Tuval-Mashiach, Tamar Zilber. 1998. **Narrative Research: Reading, Analysis and Interpretation**. Applied Social Research Methods Series, Volume 47. London: Sage publications.
- Leibowitz, Brenda & Yasien Mohamed (eds.). 2000. **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Leibowitz, Brenda. 2000. *The importance of writing and teaching writing in the academy*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Leibowitz, Brenda, Kenneth Goodman, Peter Hannon & Andrea Parkerson. 1997. *The Role of a Writing Centre in Increasing Access to Academic Discourse in a Multilingual University*. **Teaching in Higher Education**, Vol 2, No. 1: 5-19.
- Light, Richard J. 2001. *The Power of Good Advice for Students*. In **The Chronicle of Higher Education**. March 2:11-12.
- Lindberger, Judith G. & Lois J. Zachary. 1997. *Tips for Developing a Mentoring Program*. http://ase.tufts.edu/cte/occasional_papers/mentor.htm Accessed 23/11/2001.
- Lotto, Edward. 1993. *The Lehigh University Writing Centre: Creating a Community of Writers*. In Kinkead & Harris (eds.). **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- MacDonald, Catherine & Erica Stratta. 1998. *Academic work, gender and subjectivity: mature, non-standard entrants in higher education*. **Studies in the Education of Adults**, Volume 30, No. 1, April: 67-79.
- Makoni, Sinfrey. 1999. *Perspectives on Language in Academic Development*. In **Academic Development**, Vol 4, No 1:31-40. University of the Western Cape: Belville
- Mann, Sarah J. 2001. *Alternative Perspectives on the Student Experience: alienation and engagement*. **Studies in Higher Education**, Volume 26, No. 1: 7-19.
- Markus, Hazel Rose & Shinobu Kitayama. 1994. *The Cultural Construction of Self and Emotion: Implications for Social Behaviour*. In Kitayama & Markus (eds.). **Emotion and Culture: Empirical Studies of Mutual Influence**. Washington DC: American Psychological Association.
- Mason, Jennifer. 1996. **Qualitative Researching**. London: Sage Publications.
- Maughan, Karyn. 2001. *Cape Varsities Pulling Power: Number of international students grows in spite of problems*. **Cape Argus**. June 26.
- Mitchell, Peter. 1985. *A Teacher's View of Educational Research*. In Shipman, (ed.). **Educational Research: Principles, Policies & Practices**, Contemporary Analysis in Education Series. London: The Falmer Press.
- Mohr, Ellen. 1993. *Establishing a Writing Center for the Community: Johnson County Community College*. In Kinkead & Harris (eds.). **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- Moore, Rob. 1998. *Quality, skills and performance indicators: Assessing the gaps*. In Bak (ed.). **Going for the Gap: Kenton 1997**. Kenwyn: Kenton Education Association, Juta & Co. Ltd.
- Moore, Rob. 1994. *How do university students learn how to write?* In Angelil-Carter, Bond, Paxton & Thesen (eds.). **Language in Academic Development at U.C.T.** Academic Development Programme: University of Cape Town.
- Moore, Rob. 1993. *New Rules for New Roles: The Challenge of Change in AD work*. In Angelil-Carter (ed.). **Language in Academic Development at U.C.T.** Academic Support Programme: University of Cape Town.
- Moore, Rob, Moragh Paxton, Ian Scott & Lucia Thesen. 1998. *Retrospective: Language development initiatives and their policy contexts*. In Angelil-Carter, (ed.). **Access to Success: Literacy in academic contexts**. Cape Town: University of Cape Town Press.

- Morphet, Tony. 1998. *Getting Quality into the System*. In Bak (ed.). **Going for the Gap: Kenton 1997**. Kenwyn: Kenton Education Association, Juta & Co. Ltd.
- Mullin, Joan A. & Ray Wallace (eds.). 1994. **Intersections: Theory-Practice in the Writing Centre**. Illinois: NCTE.
- Murphy, Christina. 1994. *The Writing Centre and Social Constructionist Theory*. In Mullin & Wallace, **Intersections: Theory-Practice in the Writing Centre**. Illinois: NCTE.
- Murphy, Christina & Joe Law (eds.). 1995. **Landmark Essays on Writing Centres**. California: Hermagoras Press.
- Murray, Margo. 1995. *Mentoring the New Masters*. http://ase.tufts.edu/cte/occasional_papers/mentor.htm. Accessed 23/11/2001.
- National Academy Press: 'Adviser, Teacher, Role Model, Friend'. Accessed 17/11/2000.
- National Centre for Curriculum Research & Development [NCCRD]. May 2000. **Language in the Classroom: Towards a Framework for Intervention**. Pretoria: NCCRD.
- Nelson-Jones, Richard. 1992. **Practical Counselling and Helping Skills: Helping clients to help themselves** (2nd ed). London: Cassell.
- Nightingale, Peggy. 1986. **Improving Student Writing**, Herdsa publication
- North, Stephen M. 1984. *The Idea of a Writing Center*. In Murphy & Law (eds.). 1995. **Landmark Essays on Writing Centres**. California: Hermagoras Press.
- Okawa, Gail Y. 1993. *Redefining Authority: Multicultural Students and Tutors at the Educational Opportunity Program Writing Center at the University of Washington*. In Kinkead & Harris (eds.). **Writing Centers in Context: Twelve Case Studies**. Illinois: NCTE.
- Olson, David R. 1994. *Literacy and the making of the Western mind*. In Verhoeven (ed.). **Functional Literacy: Theoretical Issues and Educational Implications**. Amsterdam: John Benjamins.
- Pardoe, Simon. 2000. *Respect and the pursuit of 'symmetry' in researching literacy and student writing*. In Barton et al. **Situated Literacies: Reading and Writing in Context**. London: Routledge.
- Parkerson, Andrea. 2000. *Providing effective oral and written feedback on student writing*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Paxton, Moragh. 2001. *Ways in which students gain access to university discourses: The intersection of the academic curriculum with student voices*. Paper presented at **The Higher Education Close Up Conference**. Lancaster University. July.
- Paxton, Moragh. 1993. *Tutor responses to student writing*. In Angelil-Carter (ed.). **Language in Academic Development at U.C.T.** Academic Support Programme: University of Cape Town.
- Pennycook, Alastair. 1994. **The Cultural Politics of English as an International Language**. London: Longman.
- Peters, Helen & Thelma Sutton. 2001. 'A balancing Act': *Case Study of the Experience of One Student with regard to Academic Writing over her 'Student Life Cycle'*. Paper presented at **The International Literacy Conference: Literacy and Language in Global and Local Settings: New Directions for Research and Teaching**. Cape Town. November.
- Ragins, Belle Rose & John L. Cotton. 1999. *Mentor Functions and Outcomes: A Comparison of Men and Women in Formal and Informal Mentoring Relationships*. **Journal of Applied Psychology**. Volume 84, No. 4: 529-550.
- Rawlins, Jack. 1999. **The Writer's Way** (4th Ed.). Boston: Houghton Mifflin Company.
- Rawson, Mike. 2000. *Learning to Learn: more than a skill set*. **Studies in Higher Education**, Volume 25, No. 2: 225-238.
- Richards, Lyn. 1999. **Using NVivo in Qualitative Research**. Melbourne: Qualitative Solutions and Research Pty. Ltd.
- Russell, David. 1999. *Activity Theory and Process Approaches: Writing (Power) in School and Society*. In Kent (ed.). **Post-Process Theory: Beyond the Writing Process Paradigm**. Carbondale: Southern Illinois University Press.
- Ryan, Leigh. 1998. **The Bedford Guide for Writing Tutors** (2nd ed.). Boston: Bedford Books.
- Sayed, Yusuf, Glenda Kruss & Saleem Badat. 1997. *Director or Mentor, Two Styles of Supervision*. Paper presented at **The First Postgraduate Conference**. Cape Town. October.
- Scott, Ian. 1993. *Establishing an Academic Development Programme at UCT: A Draft Proposal for consideration by the ASP Committee and ASP Staff*. Unpublished document.
- Scott, Mary. *Researching 'academic literacies'*. <http://k1.ioe.ac.uk/learningmatters/tlforum2.htm>. Accessed 26/09/2001.

- Seaman, Jane. 2000. *An Affair that does you good*. In *The Times Higher*. September 1:32-33.
- Severino, Carol. 1998. *Serving ESL Students*. In Silk (ed.). **The Writing Center Resource Manual**. Emmitsburg: NWCA Press.
- Sexton, Sandra. 1998. **Mentors and Protégé's Experience of a Student Mentoring Program**. Unpublished Masters thesis. Wits.
- Shay, Suellen, Dave Bond & Tim Hughes. 1994. *Mysterious Demands and Disappointing Responses: Exploring Students' difficulties with academic writing tasks*. In Angelil-Carter, Bond, Paxton & Thesen (eds.). **Language in Academic Development at U.C.T.** Academic Development Programme: University of Cape Town.
- Shaughnessy, Mina P. 1979. **Errors and Expectations**. New York: Oxford University Press.
- Sherwood, Steve. 1998. *Philosophy, Methods, and Ethics*. In Silk (ed.). **The Writing Center Resource Manual**. Emmitsburg: NWCA Press.
- Shipman, Marten (ed.). 1985. **Educational Research: Principles, Policies & Practices**, Contemporary Analysis in Education Series. London: The Falmer Press.
- Silk, Bobbie B. (ed.). 1998. **The Writing Center Resource Manual**. Emmitsburg: NWCA Press.
- Smith, J. A. , R. Harré & L. Van Langenhove (eds.). 1995. **Rethinking Methods in Psychology**. London: SAGE.
- Smith, J. A. 1995. *Semi-Structured Interviewing and Qualitative Analysis*. In Smith, Harré & Van Langenhove (eds.). **Rethinking Methods in Psychology**. London: SAGE.
- Smith, Mario. 2000. *Support for postgraduate dissertation writing*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Snelbecker, Glenn E. 1985. **Learning Theory, Instructional Theory, and Psychoeducational Design**, Lanham: University Press of America.
- Sommers, Elizabeth, Laura Stering, Cynthia Tan & Bess Diskin. 1998. *Do You Know Who(m) You're Talking To? Critical Pedagogy and English as a Second Language Tutoring*. In Haviland et al. (eds.). **Weaving Knowledge Together: Writing Centres and Collaboration**. Emmitsburg: NWCA Press.
- Street, Brian, 2001. *Academic Literacies: A Critical Perspective*. In **Ways of Knowing Journal**. Volume.1. No. 1:19-22. February. University of Brighton.
- Street, Brian V. 1996. *Academic Literacies*. In Baker, Clay & Fox (eds.). **Challenging Ways of Knowing : In English, Maths and Science**. London: The Falmer Press.
- Tannen, Deborah. 1990. **You Just Don't Understand: Women and Men in Conversation**. New York: Ballantine Books.
- Tatum, Beth & Patti McWhorter. 1999. *Maybe Not Everything, but a Whole Lot You Always Wanted to Know About Mentoring*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- Taylor, Gordon, B. Ballard, V. Beasley, H. K. Bock, J. Clanchy & P. Nightingale. 1988. **Literacy by Degrees**. Open University Press: Milton Keynes.
- Taylor, Kate, Bev O'Connell, Alex Radloff. 1996. **Academic Writing Workshop Series**. Curtin University: Western Australia.
- Thesen, Lucia K. 1998. *Creating Coherence: Design and critique of academic literacy materials*. In Angelil-Carter, (ed.). **Access to Success: Literacy in academic contexts**. Cape Town: University of Cape Town Press.
- Thesen, Lucia K. 1994. **Voices in Discourse: Re-thinking shared Meaning in Academic Writing**. Unpublished Masters Dissertation, University of Cape Town.
- Thesen, Lucia. 1994. *Towards a Language Policy at UCT: Response to Panel Discussion*. In Angelil-Carter, Bond, Paxton & Thesen (eds.). **Language in Academic Development at U.C.T.** Academic Development Programme: University of Cape Town.
- Tice, Lou. 1994. *Learn to Win and Mentor Others*. http://ase.tufts.edu/cte/occasional_papers/mentor.htm Accessed 23/11/2001.
- Titscher, Stefan, Michael Meyer, Ruth Wodak & Eva Vetter. 2000. **Methods of Text and Discourse Analysis**. London: Sage Publications.
- Tomlinson, Peter. 1995. **Understanding Mentoring: reflective strategies for school-based teacher preparation**. Buckingham: Open University Press.
- Thompson, Paul. 2000. **Patterns and Perspectives: Insights into EAP writing practice**. CALS: University of Reading.

- Topping, Dr K. J. *Peer Assisted Learning in Higher Education*. University of Dundee, Department of Psychology, Accessed 11/10/2000.
- Tusting, Karin, Roz Ivanic & Anita Wilson. 2000. *New literacy studies at the interchange*. In Barton et al. **Situated Literacies: Reading and Writing in Context**. London: Routledge.
- Verhoeven, Ludo (ed.). 1994. **Functional Literacy: Theoretical Issues and Educational Implications**. Amsterdam: John Benjamins.
- Verhoven, Ludo. 1994. *Modeling and promoting functional literacy*. In Verhoeven (ed.). **Functional Literacy: Theoretical Issues and Educational Implications**. Amsterdam: John Benjamins.
- Vella, Jane. 1999. **Taking Learning to Task: Creative Strategies for Teaching Adults**. San Francisco: Jossey-Bass.
- Walker, Melanie. 2000. *Trustworthy knowledge, little stories and educational research: fact or fake, truth or fiction*. Paper presented at symposium ECER 2000, Edinburgh 20-23 September.
- Wallace, Jerelyn. 1999. *The Dialogue Journal*. In Graham et al. **Teacher/Mentor: A Dialogue for Collaborative Learning**. New York: Teachers College Press.
- White, Ron. 2000. *From there to here: writing*. In Thompson, **Patterns and Perspectives: Insights into EAP writing practice**. CALS: University of Reading.
- Whitehead, Jack. 1985. *An Analysis of an Individual's Educational Development: The Basis for Personally Oriented Action Research*. In Shipman (ed.). **Educational Research: Principles, Policies & Practices**. Contemporary Analysis in Education Series. London: The Falmer Press.
- Wickham, Sharman. 1998. **The Power (and limitations) of Qualitative Research**. Cape Town: Research & Academic Development.
- Wiltshire, Susan Ford. 1998. **Athena's Disguises: Mentors in Everyday Life**. Louisville: John Knox Press.
- Woodward, Wendy. 2000. *Locating the writing self: Gender, academic discourses and student writing in the English Department at UWC*. In Leibowitz & Mohamed (eds.). **Routes to Writing in Southern Africa**. Cape Town: Silk Road International.
- Yeld, Nan & Wim Haeck. 1993. *Educational Histories and Academic Potential: Can tests deliver?* In Angelil-Carter (ed.). **Language in Academic Development at U.C.T.** Academic Support Programme: University of Cape Town.
- Yeld, Nan & Paddy Hobley. 1985. **Study Methods**. Academic Support Programme: U.C.T.
- Young, Art & T. Fulwiler (eds.). 1986. **Writing Across the Disciplines: Research into Practice**. Portsmouth: Heinemann.
- Young, Douglas. 1999. *Who applies what language knowledge in which contexts and why?* Draft paper. U.C.T.
- Zachary, Lois J. 2000. **The Mentor's Guide: Facilitating Effective Learning Relationships**. San Francisco: Jossey-Bass.
- Zinn, Lorraine M. 1990. *Identifying Your Philosophical Orientation*. in Galbraith (ed.). **Adult Learning Methods: A Guide for Effective Instruction**. Florida: Krieger Publishing Company.

List of Appendices

Appendix 1: Explanation of database codes.

Appendix 2: List of database codes.

Appendix 3: Example of a consultation report from the database, (*identifying markers have been blackened out*).

Appendix 4: Mentorship Map – of the Writing Centre’s work.

Appendix 5: Statistical Profile of my sample.

Appendix 5a: Some trends of Serial client usage of the Writing Centre.

Appendix 5b: Summary of profiles.

Appendix 6: NVIVO Appendices: (*identifying markers have been blackened out*).

NVIVO Appendix 6a: Two examples of full sets of reports.

NVIVO Appendix 6b: Extract from one of these, showing coding stripes.

NVIVO Appendix 6c: Two examples of a coding report taking one of the nodes. This report extracts all comments from the original one that have been coded (or ‘highlighted’) with the particular node (‘Affect’).

NVIVO Appendix 6d: An example of how further coding of one node could occur (having sub-coded ‘Organisation’ into ten options) – for my purposes, not worth the detail.

NVIVO Appendix 6e: An example of a report on one of these sub-codes – taking comments on the issue of voice (falling under ‘Organisation’ node) in students’ writing. It does give a clear picture of fine detail, which may be useful for the purpose of further research.

NVIVO Appendix 6f: Extract from an example of comments referring to affectual issues (‘Affect’ node) from all reports in the set. (It is possible to allocate each document to any number of sets).

NVIVO Appendix 6g: A list of the sets I tried out.

Appendix 7: Endnotes for Chapter 7.

Appendix 1: Explanation of Database Issue Codes

We have eight categories of issue codes, each broken down into sub-issues:

- *Information* issues deal with the provision of information around conventional expectations.
- *Task* issues deal with students' understanding of their written tasks.
- Issues around *Reading* deal with the students' use of their resources.
- *Conceptual* issues deal with students' conceptions around the content of their writing.
- *Organizational* issues deal with the structure and cohesiveness of their argument.
- Issues of *Discourse* are to do with appropriate styles of writing.
- *Language* issues deal with language and expression.
- *External Factors* often have to be dealt with, such as time management and personal and supervisory problems.

By way of example, the three major issue categories amongst postgraduate students are Information, Language and Organization. Examples of Information issues specific to postgraduate consultations include:

- What a thesis or research report is,
- The purpose of an Abstract,
- The purpose of an Introduction,
- The purpose and techniques of Referencing,
- The point of a Literature Review

– And in the process, typically:

- How to draw up Questionnaires,
- How to deal with Results,
- How to Analyze, (*students analyses are often a repetition of the results, rather than a reading of them*), and
- How to bring in the student's own voice.

Organizational issues deal with:

- What goes where (*-this is usually dealt with most at the beginning of the process*),
- Aims/Plans,
- Focus/Relevance/Repetition,
- Linking of sections/Flow,
- Introductions and Conclusions to subsections,
- Support and Elaboration - integration of examples, tables, graphs, illustrations, etc.
- Tightness of Argument as a whole and within sections,
- Creative headings.

– All of these are fundamentally issues about intellectual continuity of the work.

Language issues are closely connected to Organizational issues, and the tightening up of language is usually one of the last stages of the process as we have found that the language often comes together once the structure is dealt with. The main issues dealt with in Language are:

- General Grammar problems (*- with the consultant pointing out briefly how things work rather than editing*),
- Discourse/Expression, and
- Syntax.

(Hutchings, 1999).

Appendix 2: List of Database Issue Codes used in the UCT Writing Centre

Information (IN)

INdis1	Conventions of specific discipline
INele1	Elements of essay writing
INele2	Elements of report writing
INres1	Elements of thesis writing
INres2	Interviews/questionnaires
INres3	Literature survey
INora1	Oral presentation
INref1	Referencing conventions
INTst1	Exam technique/preparation

Task Analysis (TA)

TAvoc1	Vocabulary of topic/concepts
TAact1	'Action' required by topic, e.g. compare, analyse
TAtop1	Requirement of topic as a whole/unpacking task into constituent parts
TAinf1	Sources of information recommended by consultant

Reading (RE)

REnot1	Problems with note taking
REcom1	Lack of overall comprehension of texts
REsal1	Inability to identify salient points in text
REsel1	Lack of selective reading in relation to task
REreal	Insufficient reading
REaval	Readings unavailable

Organization (OR)

ORorg1	Organization of ideas - macro planning
ORorg2	Organization of ideas - micro planning: within and between paragraphs
ORitg1	Integration of information - different sources
ORint1	Introductions - occasion and thesis
ORcnc1	Conclusions
ORtgi1	Presentation of data in tables, graphs and illustrations
ORcon1	Absence or inadequacy of analysis/argument - discussion
ORela1	Absence or inadequacy of support and elaboration
ORfoc1	Focus and relevance
ORrep1	Repetition of points

Conceptual (CO)

COcon1	Conceptual gaps in writing
COgen1	Generalisations - no detail
COamb1	Ambiguity of concepts or obscurity of meaning - lacks clarity
COrel1	Struggle to understand relevance of readings, examples, case study, etc. to task

Language (LA)

LArep1	Repetition of words
LAvoc1	Malapropisms or colloquial terms
LAcir1	Circumlocution or verbosity of style
LAdis1	Long and involved sentences - discourse
LAgra1	General grammar problems - spelling, punctuation, Articles, tenses, concord
LAsyn1	Problems with syntax

Discourse (DI)

DIplg1	Plagiarism - intentional borrowing without acknowledging
DIvoi1	Writer's opinions not distinguished from those in references
DIREG1	Register - audience

External Factors (EF)

EFemol	Emotional support
EFtskl	Problematic task due to personal reasons
EFfdb1	Problems with feedback - none or incomprehensible
EFsup1	Difficulties with supervision
EFtim1	Time management
EFwbl1	Writer's block
EFgrp1	Group Dynamics

Appendix 3: Example of Consultation report from the Writing Centre Database

Writing Centre Report

5-Apr-95

NAME: [REDACTED]	StuNo: [REDACTED]	Ac Year: 1
Faculty: FAAB03	Date Visit 11/04/95	Referral: advert
Consultant: cmh	Visit Type: Consultation	Visit No: 1
Task: essay	Course: hoal00w	Task Code:
Matric Auth: FO	Home Lang: EN	Entry: 15
Main Issue: TAtop1	Addit Issue 1: ORorg1	Addit Issue 2: INele1

Recommendation 1: Draft questions for her essay to answer, do readings and take notes and draw up outline then reconsult before writing a draft essay - for another consultation.

Recommendation 2:

Comments: Essay is due next term. She said she had no idea how to translate her knowledge into an essay and wanted help in approaching essays in general. She thought this essay topic asked for a discussion of Gauguin's relationship to the post-impressionist world. (She'll bring in the actual topic next time). She also brought in 4 huge books as the reading she was going to do for the essay. I suggested that before she look at the readings, she should think of some questions that she thought her essay should answer - eg. What is post-impressionism? Was Gauguin a post-impressionist - if so, how and if not, why not? I hoped that this would provide a focus for her readings. She pulled out one book - a collection of articles and asked how she would know which of these to read. I suggested she consult the index or look through the titles. She also asked me to explain what each part of the essay was to contain, which I did. And we spoke about references - she was surprised to hear that even when you put an author's ideas into your own words, you had to reference it. I suggested she make notes from her readings and try to draft an outline and reconsult with this before writing a draft for a further consultation. I'm seeing her next Thursday.

NAME: [REDACTED] **StuNo:** [REDACTED] **Ac Year:** 1

Faculty: FAAB03 **Date Visit** 20/04/95 **Referral:** **Times:** **Prep:** 0

Consultant: cmh **Visit Type:** Consultation **Visit No:** 2 **Consult:** 35

Task: essay **Course:** hoal00w **Task Code:** **Entry:** 10

Matric Auth: FO **Home Lang:** EN

Main Issue: ORorg1 **Addit Issue 1:** **Addit Issue 2:**

Recommendation 1:

Recommendation 2:

Comments: She brought in the essay topic. [On Gauguin and how he differed from other Impressionists - as he seemed to have a 'mysterious centre' in his work]. She'd read a lot and understood what she read - and had become totally seduced by what she'd read. However, she still had no idea as to how to approach the essay - but it was easy for me to draw up an outline with her because she just rattled off to me what she'd gained from her readings and I drew up a diagramatic outline from this - which made it clear to her. I also gave her a hint as to how to extract from her notes - viz. numbering her issues and marking her notes with the appropriate number in the margin. She seems to have very good interpretation skills and I'm sure her essay will be interesting and fresh. I asked if she could bring in her essay when she had got it back from her tutor.

NAME: [REDACTED] **StuNo:** [REDACTED] **Ac Year:** 1

Faculty: FAAB03 **Date Visit** 15/9/95 **Referral:** self **Times:** Prep: 0
Consultant: cmh **Visit Type:** Consultation **Visit No:** 3 **Consult:** 55
Task: essay **Course:** hoa100w **Task Code:** **Entry:** 45
Matric Auth: FO **Home Lang:** EN

Main Issue: COrel1 **Addit Issue 1:** ORcon1 **Addit Issue 2:** ORfoc1

Recommendation 1: Look at Sekoto's works.

Recommendation 2: Need to critically engage - own ideas, own interpretations, own examples/support.

Comments: She got a mark of 49% for her last assignment on Gauguin, with the comment, "This contains no references to specific works by Gauguin, let alone any discussion of them. It doesn't fully explain the theoretical differences between the Impressionists and Gauguin and doesn't acknowledge in any way the last part of the question.". She got 50+% for the following essay and says she is struggling. I looked quickly through her marked (Gauguin) essay and confirmed that her draft showed no evidence of her having studied his works herself, so the essay was totally lacking in her own interpretations and thus in any engagement with the content - of Gauguin's works or of other peoples' comments on them. She communicated that she had no confidence in expressing her own views - a pity, because I think I remember her having spoken in depth about Gauguin's art when I last saw her.

She has chosen to focus on Gerard Sekoto for this essay (due 18 September) - which requires her to look at how his relationship with South Africa is depicted in the form and content of his works.

Before I looked at her draft - which she hadn't been able to drop off beforehand, I asked her about her approach to this essay. Like the one on Gauguin, she had done a lot of reading for it. However, after having read her draft, and again, noting a lack of engagement with what she wrote, I found out that she had not yet looked at any of Sekoto's actual works! She mentioned that having read about them, she was now curious and intended to go and find the book to look at them, when she could. (It is a scarce resource in high demand in the library). I suggested that in future, she 'read' the art works first - and then see what others have said about them.

Comments on her draft:

- * No introduction - I gave her input on the elements of essay writing.
- * Content: Too much history; Not enough linking of history (both general in SA and Sekoto's life) and Sekoto's art works, or comment on what his works say about his relationship with South Africa.
- * Support: Often lacking in detail - eg: "Sekoto was a realist and liked to paint things the way he saw them." - with no explanation as to how or of examples of his works that illustrate this; No examples of his ballpoint-pen pictures given in the discussion; How does "...he captures a movement, mood or an individual..." with a ballpoint pen?; Section on influences is pointless without relating it, or them, to his actual works. She doesn't relate to any of Sekoto's pictures herself. There is a section at the end - 'Examples of paintings' - with notes to herself in the margin: "Look up these works" - I suggested she do this and that she integrate this section throughout her essay.
- * Referencing: I'm sure that most of what she has written has been lifted from her readings without acknowledgement - which may explain why she hasn't supported statements or given (detailed) examples (i.e. she hasn't engaged herself with her notes) - eg. "His honesty and integrity were an integral part of his paintings and drawings." - ?how? ?eg? "The fact that

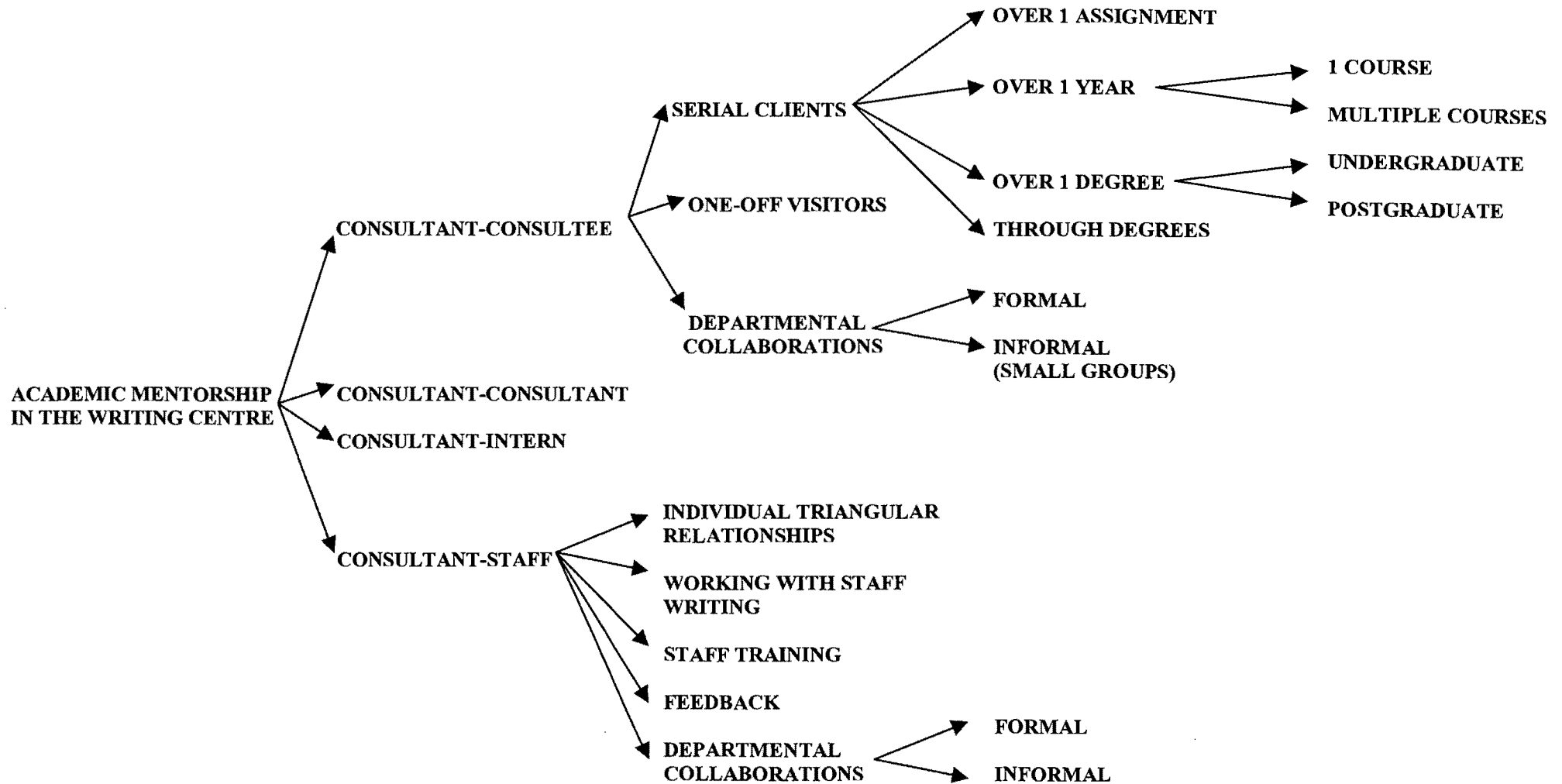
white people seldom appear in his work speaks of a separatist society." - without further comment. - I used this comment as an example - trying to show her how she could elaborate - with questions such as: What does this fact say of his relationship with South Africa?, When they do appear - who are they? - why? - what do these imply about his feelings?, Give examples.

No references or bibliography given.

I think that she misunderstood the term 'content' - in the section of her draft that she referred to as having discussed the content of his works, she only listed his influences (other artists).

She told me that she has been very successful in her English essays - eg. requiring poetry analysis - which she's had to do without other readings and got 70's for. She reckons it's because she feels confident about interpreting poems. I suggested that the interpretation of art works may be a similar skill. I suggested strongly that she try a similar approach with works of art - giving room for her own interpretations before doing her readings - which she then use to back-up and complement her own ideas - thereby owning more of her assignments.

I gave her a copy of the Study Methods Booklet - mainly for help in understanding topic words, but also for help with referencing and elements of essay writing.



Appendix 5a

Some Trends in Serial client usage of the Writing Centre:

This Appendix presents a statistical profile of my sample, based on the quantitative data available in *Access*. This sample refers to ‘serial users’ – those who have visited the Writing Centre more than four times. I present these in the form of tables or graphs, with a brief commentary following.

KEY:

English Language Status	Faculty
EHL / HL: English as a home language	COM: Commerce
EFL / FL: English as a foreign language	ENG: Engineering
ESL / SL: English as a second South African language	LAW: Law
Gender	MED: Health and Allied Sciences
F: Females	SCI: Science
M: Males	SSH: Social Science and Humanities
Degree Level	
PG: Postgraduate	
UG: Undergraduate	

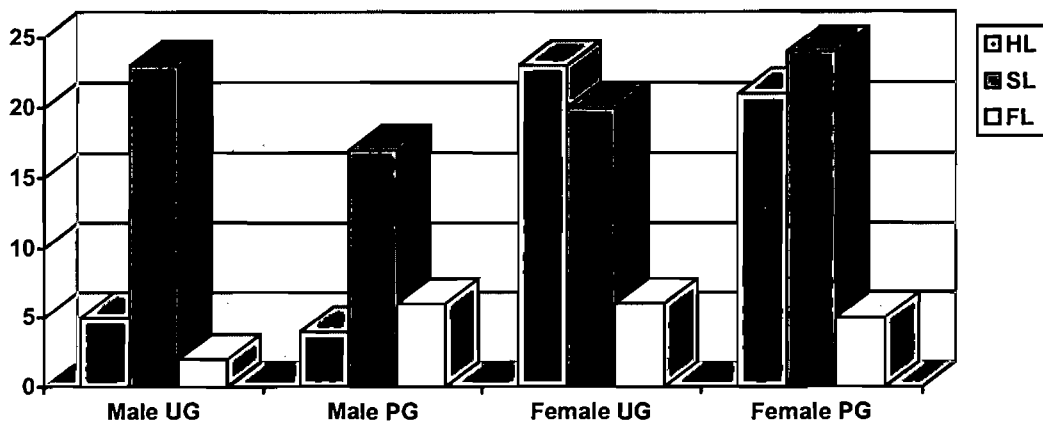


Table (i): Comparison of gender, language and degree level

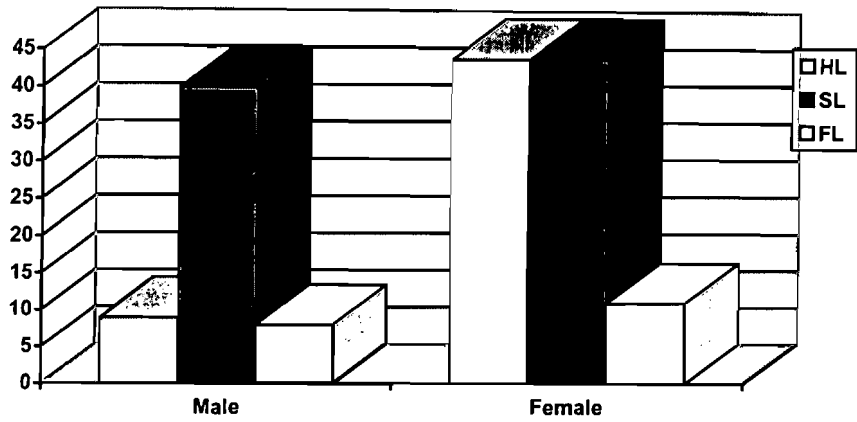


Table (ii): Comparison of Gender and Language

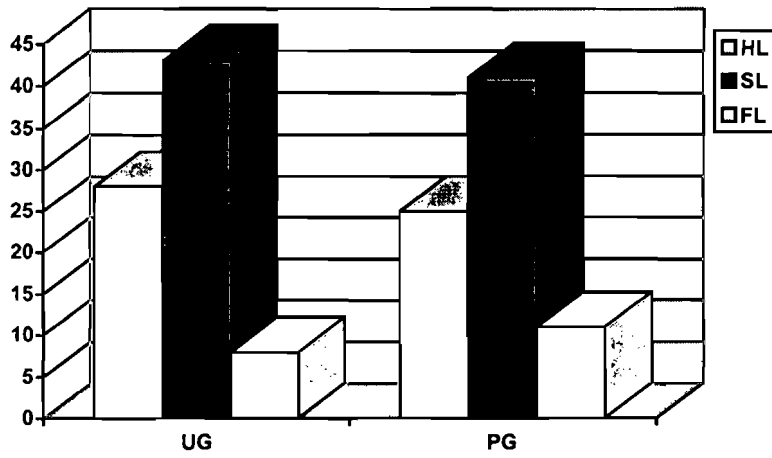


Table (iii): Comparison of Degree Level and Language

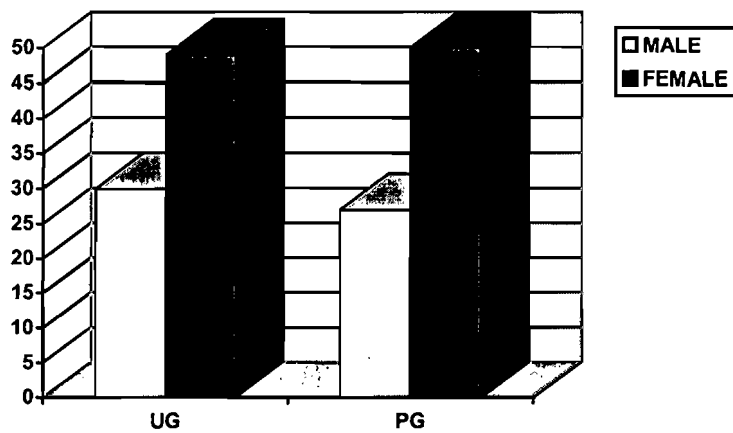


Table (iv): Comparison of Gender and Degree Level

Detailed Breakdown of Groupings:

TOTAL : 155											
MALE 56						FEMALE 99					
Home Language 9		Second Language 40		Foreign Language 7		Home Language 44		Second Language 44		Foreign Language 11	
UG 5	PG 4	UG 23	PG 17	UG 2	PG 5	UG 23	PG 21	UG 20	PG 24	UG 6	PG 5

TOTAL: 155											
MALE 56						FEMALE 99					
Undergraduate 30			Postgraduate 26			Undergraduate 49			Postgraduate 50		
HL 5	SL 23	FL 2	HL 4	SL 17	FL 5	HL 23	SL 20	FL 6	HL 21	SL 24	FL 5

TOTAL: 155											
UNDERGRADUATE 79						POSTGRADUATE 76					
Male 30			Female 49			Male 26			Female 50		
HL 5	SL 23	FL 2	HL 23	SL 20	FL 6	HL 4	SL 17	FL 5	HL 21	SL 24	FL 5

TOTAL: 155											
UNDERGRADUATE 79						POSTGRADUATE 76					
Home Language 28		Second Language 43		Foreign Language 8		Home Language 25		Second Language 41		Foreign Language 10	
M 5	F 23	M 23	F 20	M 2	F 6	M 4	F 21	M 17	F 24	M 5	F 5

TOTAL: 155											
Home Language 53				Second Language 84				Foreign Language 18			
MALE 9		FEMALE 44		MALE 40		FEMALE 44		MALE 7		FEMALE 11	
UG 5	PG 4	UG 23	PG 21	UG 23	PG 17	UG 20	PG 24	UG 2	PG 5	UG 6	PG 5

TOTAL: 155											
Home Language 53				Second Language 84				Foreign Language 18			
UG 28		PG 25		UG 43		PG 41		UG 8		PG 10	
M 5	F 23	M 4	F 21	M 23	F 20	M 17	F 24	M 2	F 6	M 5	F 5

Appendix 5b

Summary of Profiles

I have summarized the profiles of each of the twelve sets below. I have coded the identities of the students according to their groupings on the three axes of Gender, English language status and Degree Level. For each student I have indicated the following information: their total number of visits to the Writing Centre during the period of study, the time period (months:weeks) between their first and last visit, the number of consultants they saw altogether, the total number of courses over which they consulted, their home faculty, their home language and the breakdown of their average required time per consultation. Where possible, I have calculated the averages and totals for the grouping and indicated ranges. Following each table I have graphically illustrated the faculty breakdown of the grouping. (Where language is not marked, data is not available).

South African Languages:	Foreign Languages:
AF: Afrikaans	CH: Chinese
ND: isiNdebele	GR: German
NS: North Sesotho	HB: Hebrew
SS: South Sesotho	KA: Khandeshi
SW: siSwati	RU: Rumanian
SX: Sepedi	RS: Russian
TG: Xitsonga	UR: Ukranian
TW: Setswana	YG: Yugoslav
VE: Tshivenda	
XH: isiXhosa	
ZU: isiZulu	

Table 5b (i): Female, Home Language, Undergraduates

Student Identity	No. Visits	Mont h:wee	No. Consultan	Fac	No. Course	Avg Prep	Avg Cons	Avg Entrv	Avg Time
FHU:1	26	19	5	SSH	4	15	47	15	77
FHU:2	15	13	5	SSH	4	2	30	10	42
FHU:3	6	1.2	1	SSH	2	15	33	20	68
FHU:4	24	36	11	SSH	14	29	41	12	82
FHU:5	6	19	2	SSH	2	28	33	15	76
FHU:6	5	4	1	SSH	3	10	63	23	96
FHU:7	11	24	7	SSH	9	17	31	15	63
FHU:8	6	27	2	SCI	4	27	27	18	70
FHU:9	21	26	2	SSH	5	22	50	27	99
FHU:10	9	12	4	SSH	6	18	38	13	69
FHU:11	10	17	3	MED	3	24	36	16	76
FHU:12	8	34	5	SSH	4	4	29	11	44
FHU:13	5	0.2	1	SSH	3	0	16	14	30
FHU:14	5	1.2	1	SSH	2	1	28	9	38
FHU:15	8	1	2	SSH	2	12	27	18	57
FHU:16	5	1	3	SSH	2	10	29	13	52
FHU:17	8	1.3	2	SSH	3	4	24	18	46
FHU:18	8	13	5	SSH	4	12	31	14	57
FHU:19	7	5.2	4	SSH	4	26	36	20	82
FHU:20	8	18	5	SSH	6	28	35	20	83
FHU:21	17	14	5	SSH	3	12	25	15	52
FHU:22	9	1.3	6	SSH	3	3	39	5	47
FHU:23	14	20	2	CO	2	37	34	11	82
Average	10.5	14	3-4		4	16	34	15	65
23	241								
Range	5-26	0.2-36	1-11		2-14				

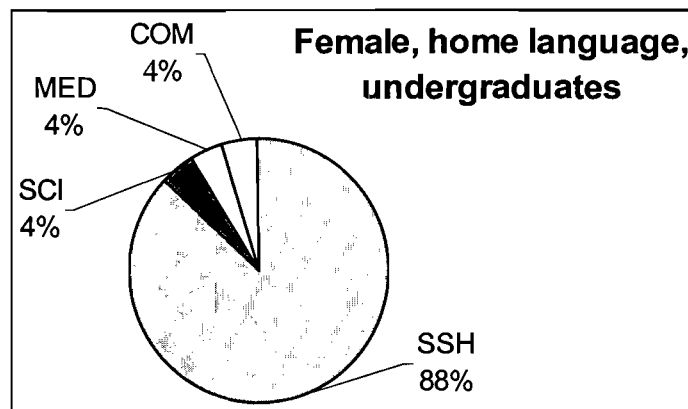


Table 5b (ii): Female, Second Language, Undergraduates

Student identity	Lang	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Cons	Avg Entrv	Avg Time
FSU:1	AF	9	13	3	SSH	4	29	35	21	85
FSU:2	TW	16	1.2	2	SSH	1	4	26	16	46
FSU:3	AF	5	0.3	2	SSH	2	15	29	15	59
FSU:4	ZU	60	41	2	SSH	13	17	33	13	63
FSU:5	TW	5	8	3	SSH	3	0	48	20	68
FSU:6	NS	18	26	1	MED	3	7	29	18	54
FSU:7	TW	5	3.2	1	MED	2	26	39	31	96
FSU:8	ZU	5	3.2	3	SSH	3	16	31	14	61
FSU:9	ZU	6	28	2	ENG	5	35	38	27	100
FSU:10	XH	7	26	4	SSH	3	9	33	14	56
FSU:11	XH	9	12	3	SSH	3	16	45	17	78
FSU:12	TG	8	28	5	SSH	7	15	36	19	70
FSU:13	XH	6	27	3	SSH	3	13	33	18	64
FSU:14	ZU	7	6	3	SSH	2	36	35	15	86
FSU:15	TG	7	5.2	3	SSH	1	21	36	14	71
FSU:16	SS	5	2.1	3	SSH	1	11	25	11	47
FSU:17	SS	5	8	1	ENG	3	34	40	28	102
FSU:18	XH	7	2	4	SSH	2	4	30	17	51
FSU:19	XH	5	1.3	2	SSH	2	8	32	17	57
FSU:20	AF	15	40	6	SSH	8	33	36	13	82
Average		10.5	14	3		4	18	35	18	70
20		210								
Range		5-60	0.3-41	1-6		1-13				

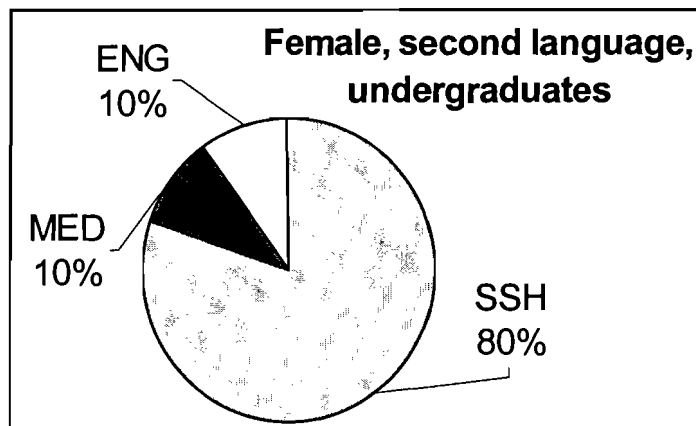


Table 5b (iii): Female, Foreign Language, Undergraduates

Student	Lang	No. Visits	Month :weeks	No. Cnts	Fac	No. Cses	Avg Pre	Avg Cons	Avg Entry	Avg Time
FFU:1	GR	5	7	2	SSH	3	9	28	9	46
FFU:2	CH	15	18	8	SSH	6	23	46	11	80
FFU:3	KA	13	26	4	SSH	6	4	43	13	60
FFU:4	CH	23	24	5	SSH	2	6	47	20	73
FFU:5	CH	10	14	5	SSH	4	6	39	9	54
FFU:6	CH	8	15	4	SSH	5	24	48	18	90
Averag		12	18	4-5			12	42	13	67
6		74				4				
Range		5-23	7-26	2-8		2-6				

100% SSH

Table 5b (iv): Male, Home Language, Undergraduates

Student No	Visits	Month :week	Cnts	Fac	Cse	Avg Pre	Avg Con	Avg Entry	Avg Time
MHU:1	6	3.2	3	ENG	1	8	28	13	49
MHU:2	12	2.1	1	SSH	1	10	35	20	65
MHU:3	7	22	3	COM	2	51	44	19	114
MHU:4	5	0.2	2	SSH	1	6	25	11	42
MHU:5	6	2.2	2	SSH	1	0	37	22	59
Average	7	6	2			15	34	17	66
5	36				1				
Range	5-12	0.2-22	1-3		1-2				

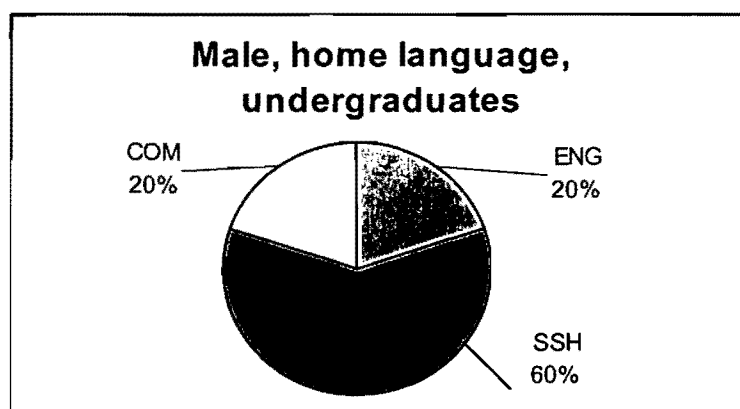


Table 5b (v): Male, Second Language, Undergraduates

Student No	Language	Visits	Month :week	Cnts	Fac	Cses	Avg Pre	Avg Con	Avg Entrv	Avg Time
MSU:1	XH	6	14	3	SSH	3	0	25	10	35
MSU:2	TW	6	1.1	2	SSH	2	23	23	23	69
MSU:3	XH	9	39	5	SSH	2	11	36	13	60
MSU:4	XH	6	6.2	3	SSH	2	133	38	16	187
MSU:5	TG	8	21	5	SCI	5	19	29	15	63
MSU:6	XH	6	24	3	SSH	4	67	49	9	125
MSU:7	TG	7	23	5	SSH	5	5	24	12	41
MSU:8	XH	5	14	3	SSH	3	6	18	11	35
MSU:9	XH	6	14	3	SSH	5	53	36	19	108
MSU:10	SW	6	27	2	EN	3	18	28	21	67
MSU:11	NS	11	36	3	SSH	9	36	33	20	89
MSU:12	NS	7	13	4	SSH	4	33	32	13	78
MSU:13	TW	7	36	4	SSH	3	11	29	9	49
MSU:14	SW	11	45	4	SSH	6	37	40	16	93
MSU:15	TW	5	17	3	SSH	2	17	31	13	61
MSU:16	XH	6	0.3	1	SSH	2	13	43	15	71
MSU:17	TW	8	29	3	SSH	4	22	34	12	68
MSU:18	NS	5	24	2	SCI	2	20	29	18	67
MSU:19	TG	13	36	4	SSH	3	34	31	17	82
MSU:20	NS	5	24	2	EN	2	26	29	20	75
MSU:21	AF	10	30	1	SSH	3	8	31	19	58
MSU:22	TW	5	29	3	EN	3	23	29	17	69
MSU:23	ZU	7	1	1	ME	2	10	34	20	64
Average		7	22	3		3	27	32	16	75
23		165								
Range		5-13	0.3-45	1-5		2-9				

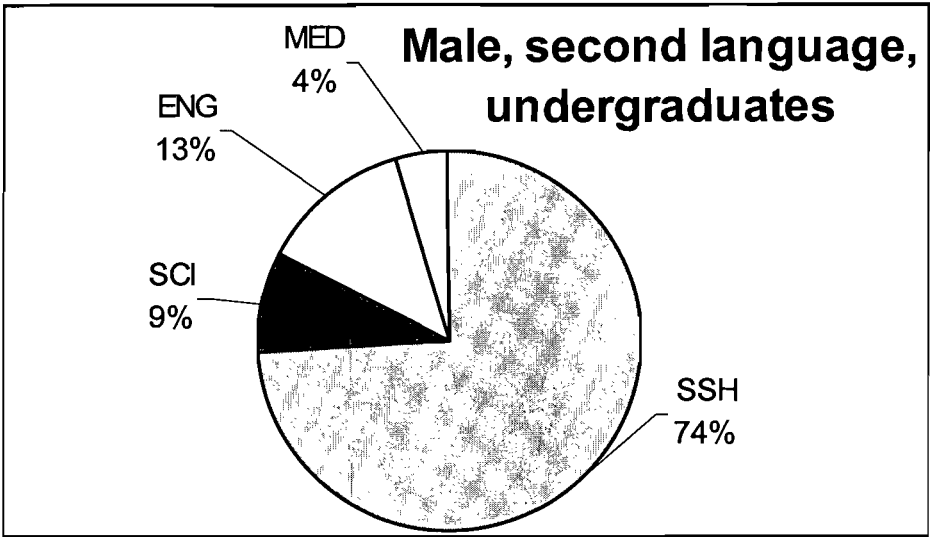


Table 5b (vi): Male, Foreign Language, Undergraduates

Student No	Lang	Visits	Month :week	Cnts	Fac	Cse s	Avg Pre	Avg Con	Avg Entrv	Avg Time
MFU:1	HB	34	38	3	SCI	12	31	51	19	101
MFU:2	RU	5	5.2	2	COM	2	10	44	22	86
Average		20	22	2-3		7	21	48	21	94
2		39								

Table 5b (vii): Female, Home Language, Postgraduates

Student No	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Cons	Avg Entrv	Avg Time
FHP:1	6	11.2	1	SSH	2	16	33	21	70
FHP:2	13	8.2	1	COM	1	136	41	18	195
FHP:3	8	20	1	COM	1	71	33	17	121
FHP:4	6	2.2	2	SSH	1	18	27	18	63
FHP:5	5	1.1	3	COM	3	8	34	19	61
FHP:6	9	2.1	1	SSH	5	26	39	16	72
FHP:7	9	0.3	1	SSH	1	44	43	27	114
FHP:8	12	5.2	1	MED	2	26	45	24	95
FHP:9	11	7	2	COM	1	50	29	26	105
FHP:10	8	1.2	1	SSH	1	19	64	19	102
FHP:11	7	26	2	SCI	2	17	73	15	105
FHP:12	8	6	1	SSH	1	39	60	30	99
FHP:13	5	1	1	SSH	1	93	37	18	148
FHP:14	5	2.2	1	LAW	1	14	33	14	61
FHP:15	9	61	2	ENG	6	42	46	5	93
FHP:16	12	17	5	SSH	6	33	34	18	85
FHP:17	6	1	1	SSH	1	14	48	15	77
FHP:18	13	4.2	2	SSH	4	28	35	21	84
FHP:19	23	43	2	SSH	5	28	60	16	104
FHP:20	25	54	3	COM	5	35	43	23	101
FHP:21	8	1.3	1	COM	1	76	48	23	148
Average	10	13	1-2		2	40	43	19	100
21	208								
Range	5-25	0.3-61	1-5		1-6				

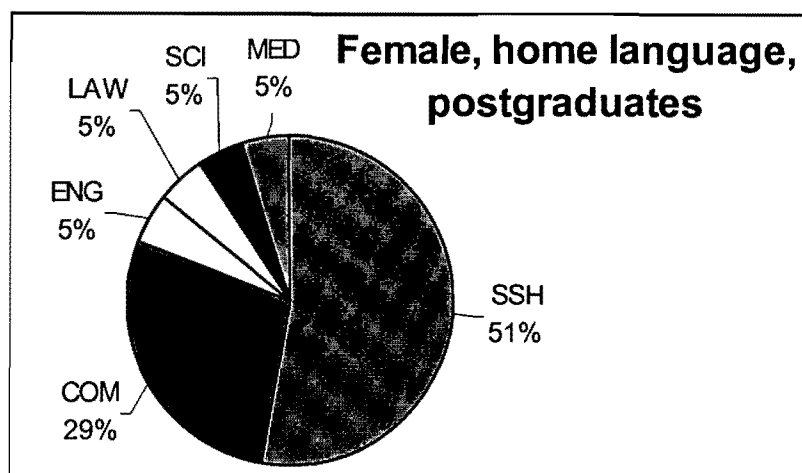


Table 5b (viii): Female, Second Language, Postgraduates

Student No.	Lang	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Con	Avg Entry	Avg Time
FSP:1	ZU	10	4.2	2	SSH	1	18	47	17	82
FSP:2	XH	7	5	1	LAW	4	0	47	1	48
FSP:3		6	8	1	MED	1	26	43	18	87
FSP:4	VE	5	57	2	MED	2	115	35	26	176
FSP:5	SS	17	16	2	SSH	2	37	34	21	92
FSP:6	SW	5	43	1	ENG	2	84	31	23	138
FSP:7	SW	10	14	3	SSH	3	66	30	25	121
FSP:8	SW	10	27	1	SCI	2	156	48	27	231
FSP:9	ND	16	10	1	SSH	3	17	40	17	75
FSP:10		5	1.3	3	LAW	1	10	27	19	56
FSP:11	TW	19	11	3	SSH	1	103	61	26	190
FSP:12	TW	43	40	3	SSH	2	102	47	24	173
FSP:13	SH	5	42	2	SSH	2	45	26	26	97
FSP:14	TW	5	8	2	SSH	1	33	51	17	101
FSP:15		7	4.2	2	SSH	1	28	34	12	74
FSP:16	XH	5	55	2	SSH	2	33	34	19	86
FSP:17		6	27	2	SSH	2	110	31	23	164
FSP:18		5	3	1	SSH	1	16	24	17	57
FSP:19	XH	6	2.2	1	SSH	1	32	37	30	99
FSP:20	SW	5	12	1	SSH	3	57	28	28	113
FSP:21	XH	9	1.3	3	SSH	3	25	40	18	83
FSP:22	SW	6	31	2	ENG	3	20	26	17	63
FSP:23		6	2	1	ENG	2	27	27	18	70
FSP:24	XH	21	9	1	SSH	1	55	29	19	103
Average		10	18	1-2		2	51	37	20	108
24		239								
Range		5-43	1.3-57	1-3		1-3				

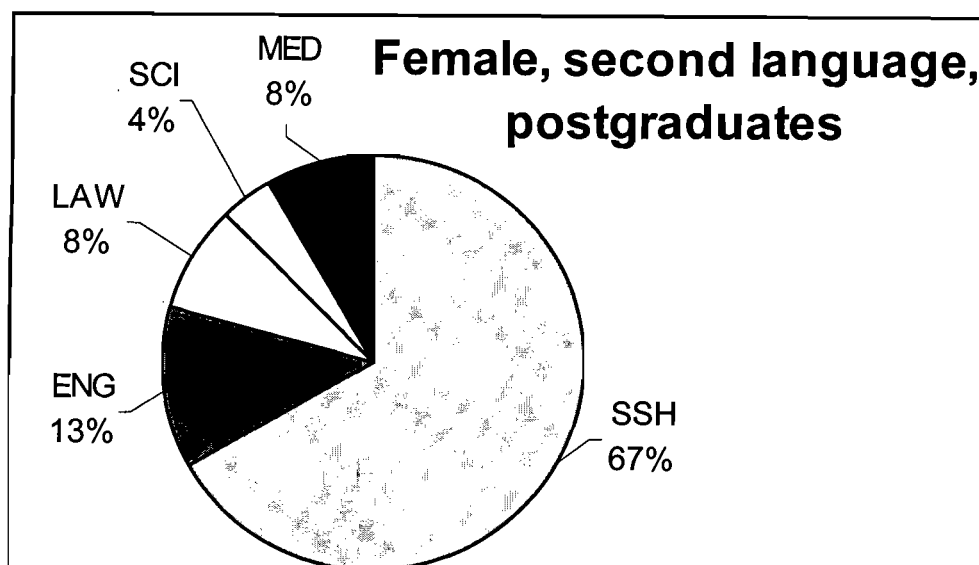


Table 5b (ix): Female, Foreign Language, Postgraduates

Student No	Lang	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Cons	Avg Entr	Avg Time
FFP:1	RS	7	9.2	2	ENG	1	95	71	15	181
FFP:2	GR	6	8	1	LAW	3	130	35	28	193
FFP:3		13	2	1	SSH	1	47	25	18	90
FFP:4		9	1	1	SSH	1	57	35	20	112
FFP:5		15	32	2	SCI	2	16	19	9	44
Average		10	10	1		2	69	37	18	124
5		50								
Range		7-15	1-32	1-2		1-3				

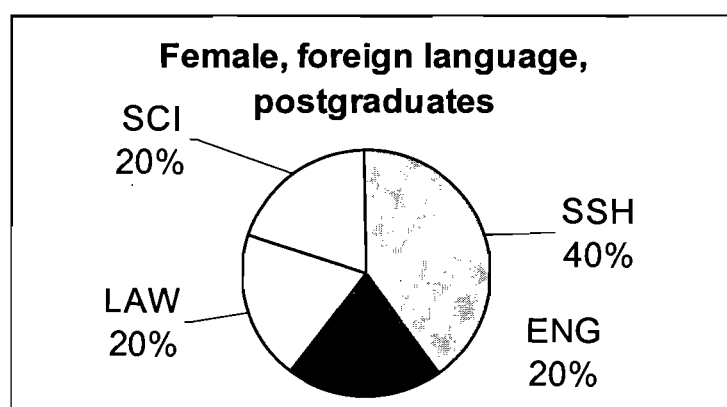


Table 5b (x): Male, Home Language, Postgraduates

Student No	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pre	Avg Con	Avg Entry	Avg Time
MHP:1	9	41	1	COM	1	74	32	56	162
MHP:2	36	16	1	MED	1	121	51	27	205
MHP:3	6	4.1	2	COM	1	43	50	21	114
MHP:4	15	26	1	COM	1	112	49	24	175
Average	16.5					88	46	32	164
4	66	22	1		1				
Range	6-36	4.1-41	1-2		1				

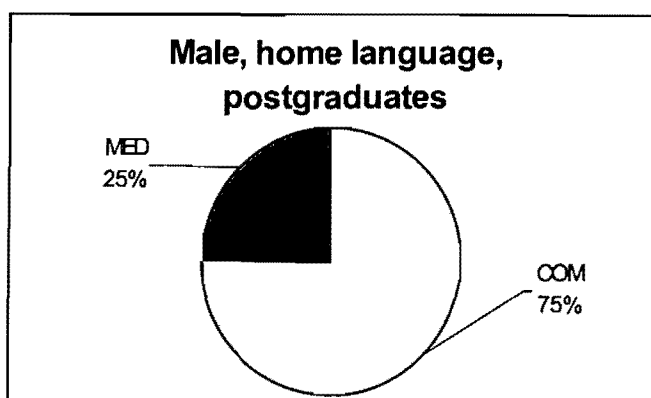


Table 5b (xi): Male, Second Language, Postgraduates

Student No	Lang	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Con	Avg Entry	Avg Time
MSP:1	XH	5	10	1	SSH	1	4	29	12	45
MSP:2	AF	6	9	1	SSH	1	60	28	28	116
MSP:3	AF	5	15	1	CO	1	162	54	22	238
MSP:4	SW	8	5	1	SSH	4	58	41	28	127
MSP:5	ZU	7	0.2	1	EN	1	43	24	21	88
MSP:6	VE	18	22	1	SSH	2	79	58	19	156
MSP:7	XH	24	22	1	SSH	4	111	43	30	184
MSP:8	ZU	9	13	2	SCI	2	55	22	22	99
MSP:9	VE	14	15	1	SCI	2	86	38	29	153
MSP:10	TW	5	0.3	1	SSH	1	96	108	11	215
MSP:11	ZU	6	24	2	EN	1	48	23	21	92
MSP:12	ZU	5	16	2	EN	2	23	32	21	76
MSP:13	XH	10	20	1	SCI	1	108	47	30	185
MSP:14	XH	9	44	2	EN	2	61	58	19	138
MSP:15	ZU	7	2.2	1	SSH	1	64	60	18	142
MSP:16	XH	5	2	1	SSH	1	16	38	19	73
MSP:17	TW	10	51	3	EN	4	22	40	25	87
Average		9	16	1		2	65	44	22	130
17		153								
Range		5-24	0.2-44	1-3		1-4				

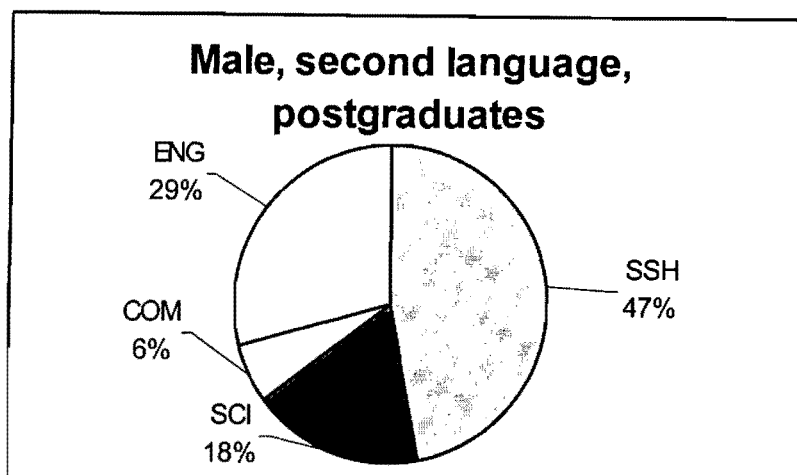
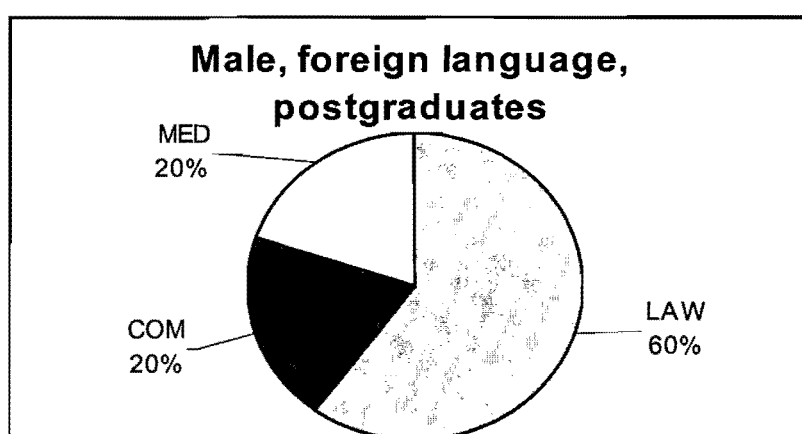


Table 5b (xii): Male, Foreign Language, Postgraduates

Student No	Lang	Visits	Month :weeks	Cnts	Fac	Cses	Avg Pren	Avg Con	Avg Entry	Avg Time
MFP:1	GR	11	6	1	LAW	2	86	50	12	148
MFP:2	GR	6	1.1	1	LAW	2	84	33	15	132
MFP:3	UR	6	2.2	2	MED	1	99	52	22	173
MFP:4	YG	9	6	1	COM	1	53	46	17	116
MFP:5	GR	5	2.3	1	LAW	2	94	50	14	158
Average		7	3:2	1		2	83	46	16	145
5		37								
Range		5-11	1.1-6	1-2		1-2				



Appendix 6: NVIVO Appendices: *(identifying markers have been blackened out).*

NVIVO Appendix 6a: Two examples of full sets of reports.

NVIVO Appendix 6b: Extract from one of these, showing coding stripes.

NVIVO Appendix 6c: Two examples of a coding report taking one of the nodes. This report extracts all comments from the original one that have been coded (or 'highlighted') with the particular node ('Affect').

NVIVO Appendix 6d: An example of how further coding of one node could occur (having sub-coded 'Organisation' into ten options) – for my purposes, not worth the detail.

NVIVO Appendix 6e: An example of a report on one of these sub-codes – taking comments on the issue of voice (falling under 'Organisation' node) in students' writing. It does give a clear picture of fine detail, which may be useful for the purpose of further research.

NVIVO Appendix 6f: Extract from an example of comments referring to affectual issues ('Affect' node) from all reports in the set. (It is possible to allocate each document to any number of sets).

NVIVO Appendix 6g: A list of the sets I tried out.

Appendix 6a: Two Examples of full sets of Document text reports

Example 1: Student visited 13 times

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies User: Kathy Date: 2002/01/07 - 11:23:39

DOCUMENT TEXT REPORT

Document: XXXXXX
Created: 2001/01/18 - 03:26:01
Modified: 2001/01/24 - 10:08:47
Description: Writing Centre Report

Document Text: Writing Centre Report

20-Dec-00

XXXXXX Student No: XXXXXX Home Lang: KA
Visit No: 1 Visit Type: Consultation Task: Essay Date Visit: 94/05/04
Degree: SSHB01 Degree Level: UG Course: SOC209F Consultant: COE
Task Code: Stage: Next Appointment:
Times: Prep: 0 Consult: 50 Entry: 15
Main Issue: INele1 Addit Issue 1: ORorg1 Addit Issue 2: ORint1

Recommendations:

Create an essay plan to help structure ideas and content

Comments:

Student just decided to take a chance and find out what the centre could offer. She has an essay due in two weeks looking at Marx's theories of alienation. At the time of her visit she had completed all the readings, taken notes and written 1 1/2 draft pages of her essay. In looking over her draft it was clear that an occasion and thesis was missing as the student had gone directly into the body of the essay. Her introduction was found at the bottom of page one and a repetition of the essay task. There was also a confusion of voices in the essay where the student had ascribed various author's discussions about Marx to Marx himself. I suggested we work on an essay plan, which the student had never done before. We developed a plan to tackle the essay introduction and organise information for the body of the essay. The student was lacking notes on one section of her essay, however through asking her questions she was able to build a range of main points which she could then structure her discussion around. I suggested that she do this with the other sections as well as a way of avoiding too much unnecessary detail e.g. she had three pages of notes on one small section of the topic. At the beginning of the consultation the student asked whether she could tape record our conversation to which I agreed. Student said she would return with her draft.

XXXXXX Student No: XXXXXX Home Lang: KA
Visit No: 2 Visit Type: Consultation Task: Essay Date Visit: 94/05/13
Degree: SSHB01 Degree Level: UG Course: SOC209F Consultant: COE
Task Code: Stage: Next Appointment:
Times: Prep: 0 Consult: 60 Entry: 10
Main Issue: ORitg1 Addit Issue 1: ORcoh1 Addit Issue 2: ORcoh2
Due Date:

Language Errors:

Recommendations:

Continue to model sentences and paragraphs in order to develop coherence

Comments:

Prior to her second consultation the student had visited her lecturer and showed him the outline we had created and her reworked introduction. She had tape recorded the meeting so we listened to his comments. He suggested that the outline was good but that there was an over emphasis on the religion section and that

the primary focus should be the four types and causes of alienation. He also suggested her introduction should be more focussed which was what I had suggested to her during her first consultation. This consultation was spent trying to get the student to model sentences and paragraphs paying particular attention to linking her ideas. This was done through the use of her tape recorder, which I found a helpful tool. The student is trying very hard and showing improvement in developing her argument and expressing herself.

Visit No: 3 **Visit Type:** Consultation **Task:** Essay **Date Visit:** 94/05/24
Degree: SSHB01 **Degree Level:** UG **Course:** SOC209F **Consultant:** COE
Task Code: **Stage:** **Next Appointment:**
Times: Prep: 0 **Consult:** 80 **Entry:** 10
Main Issue: ORitg1 **Addit Issue 1:** ORfoc1 **Addit Issue 2:** Eftim1
Due Date:
Language Errors:

Recommendations:

Suggested if student becomes too immersed in detail return to essay plan format

Comments:

The student had cancelled her two previous appointments due to other commitments. Her essay was due the following day. In assessing her essay it was clear that the student had really improved in her writing skill. She had gotten stuck on the last section of the essay and had written three different pages/versions on the causes of alienation. As the student was running out of time I suggested she go back to creating an essay plan for that particular section to try and distance herself from the detail/content. I further suggested she try and gain some objectivity and perspective by asking herself questions e.g.. how many causes of alienation are there? Are all of these equally important? etc. Then use these 'facts' to write the introduction to this section of the essay. During this consultation the student stopped taping the conversation, I assume because she felt the actual consultation rather than the record of it was what was important. The student said she would bring us various drafts of this essay for our records.

XXXXXX **Student No:** XXXXXX **Home Lang:** KA
Visit No: 4 **Visit Type:** Consultation **Task:** essay **Date Visit:** 94/08/19
Degree: SSHB01 **Degree Level:** UG **Course:** SOC204S **Consultant:** COE
Task Code: **Stage:** **Next Appointment:**
Times: Prep: 0 **Consult:** 95 **Entry:** 10
Main Issue: ORcnc1 **Addit Issue 1:** DIvoi2 **Addit Issue 2:** DIreg1
Due Date:
Language Errors:

Recommendations:

To review the session in terms of making possible changes to her draft given the deadline and to craft a conclusion based on the points formulated during the consultation

Comments:

Student arrived with a final draft of a sociology essay on eating disorders, which was due that day. Looked over the essay with the student in terms of clarifying some of her ideas, changing the register where she was drawing on her own experiences and reorganising some paragraphs in order to create a more logical flow. In some areas of her essay there was a lack of specificity and I suggested she needed to clarify and provide more detail by removing words such as "it", "they" etc. In some places there was also a lack of clarity between the student's argument and the various authors so we worked on making this explicit and using references to substantiate points. In contrast to the first essay I had worked on with the student this essay showed improvement in terms of linking ideas. The student had done additional reading and seems more comfortable with this essay than the last one on Marx and alienation. I noticed an improvement in her writing in terms of introducing ideas, authors and on the whole a more logical flow. I also noticed that the student used question "prompts" either within the text or in the margins and also provided herself with alternative words written above a particular word for choice/suitability. The student had wanted to include

further information based on her own observations but the essay was getting too long. Her main problem was that she did not know what to put in her conclusion and we discussed this and drew up the main points which she then had to craft into a concluding paragraph.

Visit No: 5 **Visit Type:** Consultation **Task:** essay **Date Visit:** 94/09/05
Degree: SSHB01 **Degree Level:** UG **Course:** PSY200S **Consultant:** COE
Task Code: **Stage:** **Next Appointment:**
Times: Prep: 0 **Consult:** 20 **Entry:** 10
Main Issue: TAtop1 **Addit Issue 1:** **Addit Issue 2:**
Due Date:
Language Errors:

Recommendations:

Do the readings and bring an essay plan for discussion if necessary.

Comments:

This consultation had been prearranged to be tape recorded as part of a collaborative research project. The essay was due on the 13/9 and the topic was Racism and Mental Illness in South Africa. The student had felt it was too broad and had gone to the lecturer for clarification. At this time the student had not done any readings so we basically just clarified the requirements of the task and where to place the emphasis given the essay length was 4/5 pages.

XXXXXX **Student No:** XXXXXX **Home Lang:** KA
Visit No: 6 **Visit Type:** Consultation **Task:** essay **Date Visit:** 95/10/03
Degree: SSHB01 **Degree Level:** UG **Course:** soc308s **Consultant:** cmh
Task Code: **Stage:** 1st **Next Appointment:**
Times: Prep: 30 **Consult:** 25 **Entry:** 30
Main Issue: ORfoc1 **Addit Issue 1:** ORcon1 **Addit Issue 2:** DIvoi2
Due Date:
Language Errors

Recommendations:

Keep linking content to topic. Give own (supported) opinions.

Comments:

Student came in with a 10 page draft - wanting immediate help - for an essay due yesterday. Fortunately (for her; not me), I was taking a bit of a break from my other work anyway - so I sent her away for half an hour so that I could skim over her draft - reminding her that our potential was limited. The essay had a 2000 word limit with the topic: 'Independent civic organisations are viable in urban areas but not in rural areas'. Discuss, with particular reference to their social bases.

My comments on her draft follow:

* Introduction: Inadequate. Needs a thesis statement as well as an indication of the intent of the essay. Also need to be more specific - e.g. what is "the topic in question"?

* Need for elaboration: e.g. Why are you going to "...first define rural areas as by McIntosh et al (1993)"? What does this definition mean?/Why is it relevant? Elaborate statements. Define 'Social bases' (and keep a strong link between these and your discussion on topic statement).

* Focus: 2nd paragraph needs to be linked to topic; doesn't appear relevant. 3rd paragraph - on what essay will do next (- perhaps to introduction?) - still not linked to topic, (- say why you're looking at this issue). What is CO/CS? - relate this distinction to the topic. 1 paragraph: "Haven explained CO/CS and rural areas, the essay will now look at the factors that inhibit the development of CO/CS in rural areas." - explain CO/CS, Haven's explanation, link to topic, - in fact, essay doesn't proceed to look at these anyway. Page 4: good - mention a link to topic - but not followed up. Pages 6-7: on the concept of paternalism - how does this relate to that of 'patronage' (p2)? - explain to reader.

* Need for own opinion/analysis: eg. pages of what McIntosh thinks, but no comment of own; what do you think???

* Referencing: Need page numbers. Also, ensure that everything that should be is referenced.

* Flesh out: Up to p8 = on difficulties in rural areas - no mention of Independent Civic Organisations, p 8-9 = description of Urban Poor - with ref to Nelson 1979 (Look at everything that's happened since then - revolution, emergencies, election, etc - haven't things changed?), this led to the development by the UP (?Urban poor?) of "3 channels namely patron-client networks, ethnic associations and political power." (are these ICO's? - no - explain links).

* Conclusion: None. Unfinished. Link to topic.

* Bibliography: None.

She took no notes - I don't know how much went in/will be worked on.

She said that she intends to return with another essay (earlier than due date) and if possible, a research proposal.

XXXXXX **Student No:** XXXXXX **Home Lang:** KA
Visit No: 7 **Visit Type:** Consultation **Task:** essay **Date Visit:** 96/04/16
Degree: SSHB01 **Degree Level:** UG **Course:** SOC216F **Consultant:** SCC
Task Code: **Stage:** discussion **Next Appointment:**
Times: Prep: 0 **Consult:** 30 **Entry:** 15
Main Issue: TAact1 **Addit Issue 1:** ORorg1 **Addit Issue 2:**
Due Date:

Language Errors

Recommendations:

Advised her on compare/contrast operation required by topic

Comments:

She reappeared in the Writing Centre during the first semester of 1996, to discuss the topic she had chosen for the essay for the course on industrialisation and labour in South Africa. This was the parallels and contrasts between the 1922 miners' strike and the African mine workers' strike of 1946. She wanted to know how to approach the topic and how to organise the essay. In view of her mature years and her previous consultations in the Writing Centre (mainly with Ceri in 1994), I was quite surprised that she did not know how to approach the action of "compare and contrast" that was obviously demanded by the topic. However, I explained this, and we then discussed the organisation of the material for the essay. I suggested that she go through the readings and make lists of all points of similarity between the origins of the 2 disputes and all points of difference. One of the readings had emphasized that there were more of the latter, and she agreed with this opinion. I suggested that she discuss first the few parallels and then the contrasts, stating as her conclusion that she agreed with the viewpoint that there were more points of difference. She then proceeded to discuss at some length the social and political backgrounds to the 2 strikes, and I realised that she actually understood the topic very well and had covered the readings thoroughly. I was not sure why she had come to the Writing Centre for advice; perhaps she had merely wanted affirmation of the approach that she intended to adopt.

Visit No: 8 **Visit Type:** Consultation **Task:** essay **Date Visit:** 96/04/26
Degree: SSHB01 **Degree Level:** UG **Course:** soc216f **Consultant:** cmh
Task Code: **Stage:** discussion **Next Appointment:**
Times: Prep: 0 **Consult:** 20 **Entry:** 10
Main Issue: TAact1 **Addit Issue 1:** TAtop1 **Addit Issue 2:** ORorg1
Due Date:

Language Errors

Recommendations:

Do readings, reconsult to discuss structure.

Comments:

For Industrial Sociology, she has chosen the essay: "Discuss the position of women workers in the 1980's and critically review how independent trade unions approached or neglected specific problems faced by women workers". Due 26 April. She wanted me to help her with unpacking the topic and the structure of

her essay. We unpacked the topic - in terms of vocabulary, action and requirements. She will concentrate on Black women in South Africa. I suggested she do the readings and then reconsult with her ideas - where we could work on the structure together. She felt fine about this. I also gave her a copy of the Study Methods Book.

XXXXXX Student No: XXXXXX Home Lang: KA
 Visit No: 9 Visit Type: Consultation Task: essay Date Visit: 96/05/23
 Degree: SSHB01 Degree Level: UG Course: soc216f Consultant: cmh
 Task Code: Stage: 1st Next Appointment:
 Times: Prep: 0 Consult: 30 Entry: 15
 Main Issue: DIvoi1 Addit Issue 1: LAsyn1 Addit Issue 2: INref1
 Due Date:
 Language Errors

Recommendations:

Suggestions made for ways to bring out her own voice. Not necessary to reference your lectures.

Comments:

Had an unfinished draft for her essay for Sean Field: "Discuss the position of women workers in the 1980's, and critically review how independent trade unions approached or neglected specific problems faced by women workers". Due tomorrow, but she will hand in on Monday. She worked out a structure for her essay with her lecturer yesterday. Her draft was around the problems working women face and the role of Trade Unions. She seemed confused about the definition of 'Gender' - which mixed up her thoughts - I clarified for her. I went through 2 pages of her draft - her problems were mainly around expression, the fact that her own views were not distinguishable from those of her authors and referencing - she tended to reference all her lecturers points. She may drop off a draft tomorrow. She also asked to discuss her history 1 assignment - on the Zulu kingdom. She hasn't done all the readings but asked me to unpack the topic with her.
 24/5: No show.

Visit No: 10 Visit Type: Consultation Task: essay Date Visit: 96/10/30
 Degree: SSHB01 Degree Level: UG Course: his100w Consultant: ac
 Task Code: his100wes2 Stage: outline Next Appointment:
 Times: Prep: 0 Consult: 35 Entry: 11
 Main Issue: taact1 Addit Issue 1: DIreg1 Addit Issue 2:
 Due Date:
 Language Errors

Comments:

This student came to see me with a very sketchy draft. The question asked that she give a critical evaluation of whether or not Kwame Nkrumah was directly accountable for the economic and political demise of Ghana. The literature seems to suggest that he was responsible, and most students would probably have argued in agreement, but this student decided otherwise. Her decision was based on the fact that she was Ghanain, and knew her country and its various facets well. As a young person she also spent time in the company of the man himself, her parents considering him a close friend. She obviously had an insight into Nkrumah her fellow students did not have and could lift out what she considered to be inconsistencies in his representation. I felt very impressed by her conviction and advised her to follow on her instincts.

XXXXXX Student No: XXXXXX Home Lang: KA
 Visit No: 11 Visit Type: Consultation Task: essay Date Visit: 96/11/04
 Degree: SSHB01 Degree Level: UG Course: his100w Consultant: ac
 Task Code: his100wes2 Stage: 1st Next Appointment:
 Times: Prep: 0 Consult: 50 Entry: 11
 Main Issue: tainf1 Addit Issue 1: ORitg1 Addit Issue 2: ORcnc1
 Due Date:
 Language Errors

Recommendations:
Discuss focus with tutor.

Comments:
The second draft, although still patchy in places, is an improvement. I think somebody just needed to tell her that what she proposed to do was actually OK, and rather sophisticated considering that it is only a first level course. We spent the bulk of the consultation discussing issues she felt were contradictory. This highlighted one of the primary functions of how History works, i.e. dealing with representation. She needs to do another draft before I would consider it to be theoretically tight and properly organized.

Visit No: 12 **Visit Type:** Consultation **Task:** essay **Date Visit:** 96/11/06
Degree: SSHB01 **Degree Level:** UG **Course:** his100w **Consultant:** ac
Task Code: his100wes2 **Stage:** redraft **Next Appointment:**
Times: Prep: 25 **Consult:** 20 **Entry:** 11
Main Issue: eftsk1 **Addit Issue 1:** **Addit Issue 2:**
Due Date:
Language Errors

Recommendations:
Focus on what you know, and can possibly substantiate.

Comments:
Third consultation on this task. Some awkward moments that still haven't been resolved. I don't know how to mediate this without spoon- feeding the student. I have explained a couple of times what I think she needs to do, but it obviously hasn't registered for her. I will leave it to her marker to decide.

XXXXXX **Student No:** XXXXXX **Home Lang:** KA
Visit No: 13 **Visit Type:** Consultation **Task:** essay **Date Visit:** 96/11/07
Degree: SSHB01 **Degree Level:** UG **Course:** his100w **Consultant:** ac
Task Code: his100wes2 **Stage:** redraft **Next Appointment:**
Times: Prep: 0 **Consult:** 50 **Entry:** 14
Main Issue: efemol **Addit Issue 1:** **Addit Issue 2:**
Due Date:
Language Errors

Comments:
A final consultation. XXXXXX is rather nervous I think about submitting. Now I know why. She's been given an opportunity to re- do. She hasn't explained why, but my guess is that she was unhappy with her previous mark, and found some way to justify her position on Nkrumah.

Example 2: Student visited 9 times

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies User: Kathy Date: 2002/01/07 - 11:16:11

DOCUMENT TEXT REPORT

Document: XXXXXX
Created: 2001/02/02 - 01:32:27
Modified: 2001/02/28 - 01:06:46
Description: Writing Centre Report

Document Text: Writing Centre Report

20-Dec-00

XXXXXXX Student No: XXXXXXXX Home Lang: EN
Visit No: 1 Visit Type: Consultation Task: essay Date Visit: 95/08/01
Degree: COMH01 Degree Level: PG Course: inf414w Consultant: cmh
Task Code: inf414wes495 Stage: outline Next Appointment:
Times: Prep: 0 Consult: 20 Entry: 15
Main Issue: ORfoc1 Addit Issue 1: ORrep1 Addit Issue 2: ORorg1
XXXXXXX 's essay is on 'Data Warehousing - Another fad or a viable technology?
Due Date:
Language Errors

Recommendations:

Suggestions made on re-organisation of content.

Comments:

XXXXXXX's essay is on 'Data Warehousing - Another fad or a viable technology?'; it is due on 28 August. He brought in the outline he had sent to his lecturer, XXXXXX. I found it scatty - with no focus, it didn't introduce the topic, there was some repetition of statements - and most of the sentences began with "This essay...". I suggested, giving reasons as I went, some re-organisation of content - where he makes a statement of opinion and intent on his topic, he outlines why this topic is important, how he intends to approach it and concludes with some aims of what he wants to cover in his research essay. XXXXXX has made a comment on the issue of South African relevance - which I neglected to pick out. He is bringing in a 30 page draft next week for another consultation on 16 August.

XXXXXXX Student No: XXXXXXXX Home Lang: EN
Visit No: 2 Visit Type: Consultation Task: report Date Visit: 95/08/16
Degree: COMH01 Degree Level: PG Course: inf414w Consultant: cmh
Task Code: inf414wes495 Stage: redraft Next Appointment:
Times: Prep: 125 Consult: 65 Entry: 125
Main Issue: ORcon1 Addit Issue 1: DIvoi2 Addit Issue 2: INref1

Recommendations:

Improve referencing techniques. Engage more with authors. Give much more space to own ideas. Elaborate. Make use of examples where possible. Improve concluding statements to all sections. Reorganise content and paragraph formation.

Comments:

At the beginning of the consultation, I outlined the main issues that I would deal with in going through the draft together and then we went through his draft in detail. He said that he had also given a copy of the draft to his boss to get a commentary on the content - and we apparently echoed each other on many of our points made.

The general issues we dealt with in our discussion, follow:

REFERENCING: I showed him how (viz: date and page no's included) and where to reference - and where not to (when the referee's name is mentioned and after tables and diagrams, and not at the end of each paragraph or numbered point).

I also voiced my concern with the fact that there was only one set of quotation marks in the whole essay and that I was sure there were many direct quotations. He acknowledged this and seemed to think that it would be easy to rectify, although he said that as a rule he tried to change the words of his references.

THE ABSENCE OF XXXXXXXX'S VOICE. This is related to the issue of referencing; I was concerned that his essay just appeared to be a list of other peoples' ideas and that there was no sign of his own ideas or of any engagement with the opinions of others'. He said that he had been "bust" before - he used to read all the stuff he could and then write down what he had gathered from it all, but now when he thought of an idea, he would go and search for it in one of his readings (so that it belonged to someone else!). I hope, through our conversation, he has been assured of the acceptance and necessity of the expression of his own opinions, as well as gained an understanding of how he can use the ideas of others' to support and guide his own.

NEED FOR ELABORATION, SUPPORT, EXAMPLES, DETAIL. There was a lot of information missing - whilst reading through, I had a lot of my own questions unanswered. Again, perhaps due to his misconstrued remedy for his previous "bust", he did not appear to engage with his references - failing to elaborate on the ideas he presented, to comment on them or illustrate them with his own examples.

CONCLUSIONS. Time and time again, he made closing statements that had no support - or mention - earlier in the sections. Issues were often left hanging in the air, came to an abrupt end or wiped out by a new and sweeping negative statement.

PARAGRAPH FORMATION. Links between paragraphs were not always clear. Breaks were often unnecessary - a paragraph should be around one thought rather than one author.

LAYOUT, SPELLING, PUNCTUATION, ETC. Very unproblematic - I had indicated slight errors on the draft copy.

COMMENTARY ON DRAFT (Copy in file):

This is on "Data warehousing: Turning segregated operational data into strategic information". His 21 page draft was so smartly presented (bound etc), I was almost afraid of commenting on it at first! Anyway, my comments follow:

- * Contents: Include page numbers. Be consistent in layout. I feel the headings could be somewhat more creative. (In our discussion, we thought of alternative headings for Introduction: 'Purpose', 'Business case', 'Structure of the report'). Looking at the contents, I'm concerned that the concept of data warehousing is only brought in the (penultimate) section 3. - check purpose of essay - this may be clearer later.

- * Introduction: Generally very well written. Some explanation missing though: What are the requirements necessary for strategic decision making? Could the "access, manipulation, analysis and presentation" of data needed for decision support be explained? What about an example of the type of business information required urgently by decision makers - that can't be accessed by their operational data systems? Perhaps you need to flesh out the 'automation of business processes' versus information. What "decision support information" is actually required? and where/how can it be accessed to put into a retrieval system? This subheading "Business case" doesn't work for me. There are no quotation marks, although many references - whose words are these? Also, all refs have been put - without page numbers - at the end of the paragraph rather than after the mention of the author's name. Link paragraphs - eg. p4 pgh 4 - data warehousing is offered as a solution to the problems outlined above. This introduction ends on an abrupt and negative note - viz: what has not been discussed in the report - wouldn't it be important to discuss these issues briefly? If not, could you give directions as to where this information could be found? Perhaps this point should go elsewhere in your discussion anyway. Try to end on a more positive note that flows into the discussion - tells the reader the report is worth reading. This last section of the introduction "Structure of the report" is very cold and technical - perhaps restructure together? (We did this in the consultation). There is no real thesis statement in the introduction - need some sort of stand - eg. what is your opinion on data warehousing?

- * Section 2 - Information obstacles in organisational data: The whole of section 2.1 consists of referenced facts only. It needs your opinion - put something of XXXXXXXX into the essay. It is also quite dense information - try to pull it out - clarify for your reader; link other authors' ideas/topics of study to each other. This is written as if they're all related but not explained as such; Do they all agree with each other's ideas? Why have you used the heading 'Systems Integration' here? What do YOU mean by this? NB:

Each section of your essay needs an introductory and concluding subsection. Your last paragraph here - a concluding remark - makes much more sense because it's your own words and is easier to understand - but it needs elaboration and it also needs support in the rest of the section - it's like a new idea here rather than a summary of your paragraph. Section 2.2: You mention that "...the quality of data is questionable" - for what/under what circumstances? If managers haven't noticed the poor quality of data, is it actually a problem? - it must surely then serve their needs adequately enough. Many paragraphs could be combined - they should be around one thought rather than one author. Your example of how inconsistencies (of sources of record?) can take place - needs more of a rooted explanation - eg. what do they/you mean by the 'entity PUBLIC'? How would it appear in the different systems? Also, I'm not sure that it matters if a different answer is gotten from each of the distinct systems - I'd expect a different amount for the members of community served in the system of Dog licences and that of Property Ownership. What is the problem? However, it's really nice to come across an example that illustrates what you're talking about. Section 2.3: Needs much elaboration. I'm still not sure what other information you want or what the relevant information that end-users could access and exploit is. Couldn't you give an example here? There is a lot of repetition creeping in

XXXXXXX	Student No:	XXXXXXX	Home Lang:	EN	
Visit No:	3	Visit Type:	Consultation	Task:	essay
Date Visit:					95/10/05
Degree: COMH01		Degree Level:	PG	Course:	inf414w
Task Code:	research	Stage:	1st	Next Appointment:	
Times: Prep:	75	Consult:	35	Entry:	50
Main Issue:	DIvoi2	Addit Issue 1:	ORitg1	Addit Issue 2:	INrefl
Due Date:					

Language Errors

Recommendations:
 XXXXXXX's voice needs to come through.

Comments:

His draft for this essay: "Data Resource Management: Management of Information as a Corporate Asset", was, I think, much improved on the first draft of his last essay. However, I think the issues we dealt with during the consultation were very similar to the previous ones.

Comments on Draft follow:

- * Introduction: Need to start off with a thesis statement. Need some indication of what YOU think. I don't think subheadings are necessary. I also suggested some re-ordering and some re-structuring, eg. start with section 1.2 and integrate 1.1 and 1.3 (they say the same thing).
- * Conclusion: Of sections needed - summing up and including your own views. Section 2.4 has a good conclusion.
- * Referencing: Need page numbers. Also input on how to layout more than one reference at a time. By middle of draft, resorts to inserting a reference at the end of every paragraph (sometimes, every sentence). Must reference lists though! (at the end of the list).
- * Elaboration & Support: Needed here and there.
- * Expression: I suggested some re-wording; His writing tended towards being too passive and technicist - as well as a bit obscure - I felt it needed some life in it - some involvement of the author. XXXXXXX still seems reluctant to voice himself - and this is a pity because he certainly has a lot to offer - in terms of his own ideas. I advised him to stop referring to "...the purpose ...[remainder/structure]... of this essay" after the introduction, rather than using it throughout his essay. Also tends towards verbosity: eg. "There are a number of varying definitions for the term Information Resource Management which, although seem to mean different things to different people, they do, however, according to Beaumont et al (1990), have a central thrust, which is the management of the information resources as an organisational asset rather than focussing on technology", and loss of focus - eg. Section 2: Why make a general definition then describe others? - you confuse the reader - you start off saying you'll distinguish the 2 disciplines (IRM and DRM) from each other because the literature doesn't do this explicitly and then you rely on everyone else's definitions - from the literature! - and in trying to combine more than one author's definition, you make yourself incoherent - eg. "Information, succinctly put, is meaningful data. Data must be processed and synthesized and must come from multiple sources to become meaningful information. (Mills, 1991)

(Beaumont, 1992)", - you've reversed the apparent distinction you've made. Depend too much on other authors, eg. gives one person's view, then "...Therefore..." and another person's view. These don't follow any line of logic/argument - especially when the 1st reference is from 1995 and the 2nd from 1992. Be simple, explicit and direct - eg. define 'Information Resource Management' as a whole term rather than 3 separately defined (and referenced) words. This is an interesting case of another extreme of referencing (: paranoia!) - he's too concerned about finding and mentioning other peoples' ideas - or sourcing his own ideas in other people - he defaces himself as an authority - losing his own (very clear and valid) argument through an inability to find it in (apparently) more powerful authorities.

* Organisation: Too many paragraph breaks. Some stuff - eg. section 2.2, could be condensed. I stressed the need to integrate his own views with others; to debate with them rather than present a different person's idea in a new paragraph and then a final paragraph stating the fact that "the author" supports these ideas. I also suggested that in some instances he might find it easier to use actual quotes from other authors.

* Layout: Very professionally laid out! Page Numbers and Bibliography need to be included in Table of Contents. Must be consistent in layout of Bibliography.

All of the above comments are on the first section of XXXXXXX's draft. The second section, his Case Study, was very different - it flowed well, containing a good introduction, explanation/story and conclusion - I think mainly because XXXXXXX wasn't stunted by the perceived need to talk through others.

He'd also done well in his test - I'm sure it also had more flow and wasn't jolted by having to mention other authors all the time.

XXXXXXXX Student No: XXXXXXX Home Lang: EN
 Visit No: 4 Visit Type: Consultation Task: report Date Visit: 95/11/07
 Degree: COMH01 Degree Level: PG Course: inf414w Consultant: cmh
 Task Code: Stage: 1st Next Appointment:
 Times: Prep: 60 Consult: 60 Entry: 20
 Main Issue: ORcoh1 Addit Issue 1: ORcon1 Addit Issue 2: ORint1
 Due Date:
 Language Errors

Recommendations:

Self-edit - for old issues. Rework conclusion.

Comments:

29 page draft on 'Data Warehousing: A means to facilitate decision making - a Literature survey'.

Although the same old issues were dealt with, I noted an improvement in XXXXXXX's writing - there's definitely an attempt to change his habits.

The first few sections of this draft were well written and integrated (- with different references and own opinions), and nicely introduced and concluded. However as the draft progressed, the old issues came up - I didn't have to deal with these in depth as he recognised them - and corrected himself at times.

With the first 3 sections, I felt I was merely editing - viz: adding commas, long sentences, slight rewording (away from too-technical expression), queries on relevance of headings and necessity to divide introduction into subheads - but I guess that's his style, slight need for detail.

After this, his writing fell into inadequate paragraph division (- with paragraphs breaking into new ones per reference), with unclear links between paragraphs, absence of own comments, need for introduction of terms etc and conclusionary statements.

I suggested he rework the conclusion.

I pointed out the differences in layout in the bibliography between titles and journal names.

XXXXXXXX asked me about the ethics of approaching his lecturer to do a draft reading. I suggested he try.

He'll return with a draft later this week. (We need a post-box here).

XXXXXXXX Student No: XXXXXXX Home Lang: EN
 Visit No: 5 Visit Type: Consultation Task: report Date Visit: 95/11/15
 Degree: COMH01 Degree Level: PG Course: inf414w Consultant: cmh

Task Code: **Stage:** redraft **Next Appointment:**
Times: Prep: 120 **Consult:** 30 **Entry:** 30
Main Issue: ORorg2 **Addit Issue 1:** ORcoh2 **Addit Issue 2:** ORcnc1
Due Date:

Language Errors

Comments:

He e-mailed his draft to me - I was very impressed with the way it came out on this end! I was also impressed with the draft itself. There is a vast improvement in the way references are integrated - along with his own commentary - into the discussion. I went through the draft quite intensely, however, and although the issues were more 'minor' than previously, (!!?!*) these are what came up:

(Introduction: Still divided into sub-heads - Purpose, Scope & Problem Definition, Business Case - the last of which still doesn't work for me).

Editing: Did quite a lot of this - viz: sentence restructuring and reordering, punctuation, cutting down on very long sentences, suggestions on paragraph merging, slight reordering of paragraphs. A couple of misuses - eg. It's-vs-its' and sites-vs-cites.

Expression: Be more assertive in presenting own ideas. Be more direct in comparisons - eg. operational data -vs- informational data.

Support & Elaboration: Draft could benefit from extra detail from time to time. Some suggestions made on more structured argumentation.

Clarity: Sometimes obscure. Logic/flow/follow-on doesn't always exist - eg. use of "...therefore...", "...on the other hand...", "In other words...". Also note that same definition is assigned to different authors (p14 & p 17).

Focus: On occasion, need to relate back to research topic/reasons. - eg. in conclusion to introduction. I'm not sure how (i) (p17) 'Generic components of the data warehouse' and (ii) (p20) 'The IBM data warehouse solution' relate to general heading 4.3 'Data warehouse architecture - generic and vendor specific' - or even how they link to each other.

Conclusion: Needs more work - not very strong. (We worked on this together).

Referencing: Need to mention that lists/explanations are adapted from certain others.

Bibliography: Distinguish between titles of articles and journal names (all in bold).

Layout: some suggestions made.

XXXXXXX	Student No:	XXXXXXX	Home Lang:	EN	
Visit No:	6	Visit Type:	Consultation	Task:	research Date Visit: 96/03/12
Degree: COMH01	Degree Level:	PG	Course: inf414w	Consultant:	cmh
Task Code:	INF414WRP196	Stage:	1st	Next Appointment:	
Times: Prep:	40	Consult:	35	Entry:	150
Main Issue:	ORela1	Addit Issue 1:	COamb1	Addit Issue 2:	LAcir1
Due Date:					

Language Errors

Recommendations:

Time to try own editing - for elaboration, saying things more simply and some re-ordering for improved flow.

Comments:

Left a 39 page draft in my post-box - on 'Data Warehousing: A means to facilitate decision making - A case study in the context of local government'.

Although many of the issues dealt with are, as far as I remember, the same old ones, I noticed a vast improvement in his writing. There were some very well written parts - well explained issues, good and interesting discussions. Our consultation was fairly brief because he recognised most of the things I pointed out. At this stage, I felt it was very easy for me to fall into editor mode.

He said he had got very vague directions from his supervisor - and was going to go and check his content with him.

Issues follow:

Introduction: Need to clarify that this is one part of a larger research project undertaken by you.

Obscurity: Clarification needed here and there. Some meaningless sentences.

Elaboration: Many points where I can ask "Why?" Also, try giving some examples.
 Circumlocution: Some contradictions due to style.
 Verbosity: Tendency for unnecessary words. Also some strange word choices. Lots could be said more simply.
 Repetition: Lots of points repeated.
 Some re-ordering suggested. I also suggested merging the whole of the first chapter - because there's lots of repetition - and without subheadings - which don't flow. Still some odd paragraph breaks - but less than I remember. Some long sentences.
 Tense inconsistency - becomes problematic when he gets on to describing the research itself.
 Headings can be misleading.
 Referencing: was almost perfect. Sometimes unnecessary - eg. at beginning and end of list of points.
 Bibliography - need commas between titles of articles and titles of journals.
 Conclusion: XXXXXXXX was concerned about this but I felt that it fitted in nicely. However, I pointed out that each subsection needed to be rounded off as well.
 Discussion still to write. Didn't include a section 'Recommendations' - the need of which seems to be implied.
 Some layout editing needed.

XXXXXXXX	Student No:	XXXXXXXX	Home Lang:	EN
Visit No:	7	Visit Type:	Consultation	Task: research Date Visit: 96/04/16
Degree:	COMH01	Degree Level:	PG	Course: inf414w Consultant: cmh
Task Code:	INF414WRP196	Stage:	1st	Next Appointment:
Times: Prep:	100	Consult:	5	Entry: 55
Main Issue:	ORcon1	Addit Issue 1:	COamb1	Addit Issue 2: LAgra1
Due Date:				
Language Errors				

Recommendations:
 Redo rest of chapter based on my comments on one section of it. Then reconsult.

Comments:

Again. XXXXXXXX left a draft of his whole report in my postbox. He asked me to concentrate on the last part (describing and discussing the case study) - as we'd worked quite closely on the first section already. This section was way below the level he seemed to have reached in the previous section. I spent nearly two hours on about 10 pages of his draft. There were many problems - similar to previous ones - but also due to the fact that he wasn't clear on what a write-up of this sort required. Generally it was badly written; badly explained - much clarity needed. Much left out.

He came in early for the consultation and read through my comments. Said they all made sense - the consultation lasted a few minutes and we agreed that he would go and rework the section based on my comments on the 10 pages and our brief discussion and will reconsult next week. He said that he'd never written up a case study report. I explained that what was missing was a description of the situation and the background. He pointed out that this was all in another chapter. I suggested merging these two and he said that this confirmed the advice of his supervisor.

My comments on his draft:

- * Structure: Odd paragraph breaks. I suggested some re-ordering.
- * Clarity: Often unclear. Explanations inadequate. I suggested some places where he could elaborate - eg. he mentions that he will use the case study approach, then mentions that there are problems with making generalizations from one case study but not how he's addressing these problems in his case - and goes on to talk about the generalizations he'll make from this case study. Was a lot of absent information. Doesn't explain diagrams well at all.
- * General language: I found myself doing a lot of punctuation editing - mainly commas and hyphens - due to long sentences. Syntax /problems with expression: I made a lot of suggestions for rewording. Much repetition. Odd terms - eg. 'quality assure' (verb), 'a high level description', 'This case study describes...'. I pointed out a lot of tense inconsistency and said that he would have to edit for this. Many split infinitives. Verbosity.

- * Needed concluding statements - or discussion - or own opinion on what he'd observed.
- * Information left out - such as time period of his observational research.
- * I also pointed out some layout issues - eg. List of numbers are usually justified on the right hand side.
- * Referencing: Need to include page numbers. Also, don't need to give all referencing details at every mention of same author's name/after every sentence.

XXXXXXX Student No: XXXXXXXX Home Lang: EN
Visit No: 8 Visit Type: Consultation Task: research Date Visit: 96/04/26
Degree: COMH01 Degree Level: PG Course: inf414w Consultant: cmh
Task Code: INF414WRP196 Stage: 1st Next Appointment:
Times: Prep: 100 Consult: 15 Entry: 35
Main Issue: LAgral Addit Issue 1: COamb1 Addit Issue 2:
Due Date:
Language Errors

Recommendations:

I suggested that XXXXXXXX go through the rest of his draft - looking out for the sort of issues I had pointed out in this section.

Comments:

Draft now 74 pages. Now nice ordering of contents - good flow. I concentrated on the Case Study Section again. I tended to play editor mainly - dealing with the following issues:

- * Layout: some suggestions made.
- * Language: Some punctuation and typos. A lot of editing in terms of word choice. A bit verbose at times. Tense consistency.
- * Repetition: "eg. ...to name a few."
- * Referencing: Include page numbers. Reference at end of quote.
- * Elaboration: Specify which project you're talking about - your own research project or the Cape Town City Council's data warehouse project. Explain new terms used. Some extra detail needed. Some sections need unpacking.
- * Relevance/focus: Some sentences, some paragraphs are pointless. Fair amount of obscurity - I wrote down lots of questions in the margins. Some odd paragraph breaks.

Generally improved on last draft. Some well written bits.

I suggested that XXXXXXXX go through the rest of his draft - looking out for the sort of issues I had pointed out in this section. He's concerned about time now and asked me if I felt he needed to return to me - I think he should, by now, be equipped to do the final editing himself.

XXXXXXX Student No: XXXXXXXX Home Lang: EN
Visit No: 9 Visit Type: Consultation Task: thesis Date Visit: 99/04/14
Degree: COMM17 Degree Level: PG Course: inf500w Consultant: cmh
Task Code: Stage: 1st Next Appointment:
Times: Prep: 45 Consult: 25 Entry: 20
Main Issue: ORorg2 Addit Issue 1: LAdis1 Addit Issue 2: DIreg1
Due Date:
Language Errors

Comments:

Masters Degree. Supervisor: XXXXXXXX.

Brought in draft of Literature Survey: "Categorisation and modelling of Restructural Information Systems change"

My comments:

Smartly laid out as usual!

Get away from referring to 'the author' - use first person.

Bit jolty.

Do you realise you change fonts?)

Some padding - be direct.

Introduction needs thesis statement - what has your literature review yielded?

Isolated paragraphs - not linked.

Who is your audience?

Right I-B-C menu - but bland.

Long sentences. Circumlocution.

References - look ok but be consistent in style. Occasional lists at end of paragraphs - meaningless.

Nice - talks to diagrams!

Sometimes mystical writing - keeps reader in dark - lets on there's something, but not what!

Needs to read over self. Need for commas.

Some meaningless sentences.

No page numbers.

Bibliography is fine.

Stick with thesis yourself - don't distance.

Try topic sentences.

Course work Masters. Last year - small stuff. Now dissertation.

Restructural change (- still working for local government) Lots of changes in work tho.

Why start with Literature Survey? - saw it as 1st step.

Done a proposal - will bring it in for me to see - Realizes this will change.

Now a daddy!

ling Centre Report
Dec-00

Student No: [REDACTED] Home Lang: KA
Visit No: 1 Visit Type: Consultation Task: Essay Date Visit: 94/05/04
Degree: SSHB01 Degree Level: UG Course: SOC209F Consultant: COE
Task Code: Stage: Next Appointment:
Notes: Prep: 0 Consult: 50 Entry: 15
In Issue: INelcl Addit Issue 1: ORorgl Addit Issue 2: ORintl

Recommendations:
State an essay plan to help structure ideas and content
Comments:
Student just decided to take a chance and find out what the centre could
do. She has an essay due in two weeks
Looking at Marx's theories of alienation. At the time of her visit she
completed all the readings, taken notes and
written 1 1/2 draft pages of her essay. In looking over her draft it was
clear that an occasion and thesis was missing as
the student had gone directly into the body of the essay. Her
introduction was found at the bottom of page one and a
definition of the essay task. There was also a confusion of voices in
the essay where the student had ascribed various
theorists' discussions about Marx to Marx himself. I suggested we work on
the essay plan which the student had never
done before. We developed a plan to tackle the essay introduction and
provide information for the body of the essay.
The student was lacking notes on one section of her essay, however
through asking her questions she was able to build
a range of main points which she could then structure her discussion
around. I suggested that she do this with the
other sections as well as a way of avoiding too much unnecessary detail
she had three pages of notes on one small
section of the topic. At the beginning of the consultation the student
asked whether she could tape record our
conversation to which I agreed. Student said she would return with her
draft.

Student No: [REDACTED] Home Lang: KA
Visit No: 2 Visit Type: Consultation Task: Essay Date Visit: 94/05/13
Degree: SSHB01 Degree Level: UG Course: SOC209F Consultant: COE
Task Code: Stage: Next Appointment:
Notes: Prep: 0 Consult: 60 Entry: 10
In Issue: ORitgl Addit Issue 1: ORcohl Addit Issue 2: ORcohl2
Date:

Language Errors
Assesses Vocabulary Articles Concord
Identifying Syntax Punctuation Circumlocution
Recommendations:
Continue to model sentences and paragraphs in order to develop coherence
Comments:
Prior to her second consultation the student had visited her lecturer
who showed him the outline we had created and her
worked introduction. She had tape recorded the meeting so we listened
to his comments. He suggested that the
outline was good but that there was an over emphasis on the religion
and that the primary focus should be the
types and causes of alienation. He also suggested her introduction
could be more focussed which was what I had
suggested to her during her first consultation. This consultation was
about trying to get the student to model
sentences and paragraphs paying particular attention to linking her
ideas. This was done through the use of her tape
recorder which I found a helpful tool. The student is trying very hard
showing improvement in developing her
argument and expressing herself.

Visit No: 3 Visit Type: Consultation Task: Essay Date Visit: 94/05/24
Degree: SSHB01 Degree Level: UG Course: SOC209F Consultant: COE
Task Code: Stage: Next Appointment:
Notes: Prep: 0 Consult: 80 Entry: 10
In Issue: ORitgl Addit Issue 1: ORfocl Addit Issue 2: EPTiml
Date:

Language Errors
Assesses Vocabulary Articles Concord
Identifying Syntax Punctuation Circumlocution
Recommendations:
Suggested if student becomes too immersed in detail return to essay plan
Comments:
The student had cancelled her two previous appointments due to other
commitments. Her essay was due the following
week. In assessing her essay it was clear that the student had really
struggled in her writing skill. She had gotten stuck on
the last section of the essay and had written three different
versions on the causes of alienation. As the student
was running out of time I suggested she go back to creating an essay
plan for that particular section to try and distance
herself from the detail/content. I further suggested she try and gain
an objectivity and perspective by asking herself
questions e.g. how many causes of alienation are there? Are all of these
equally important? etc. Then use these 'facts' to
write the introduction to this section of the essay. During this
consultation the student stopped taping the
conversation, I assume because she felt the actual consultation rather
than the record of it was what was important. The
student said she would bring us various drafts of this essay for our
comments.

Student No: [REDACTED] Home Lang: KA
Visit No: 4 Visit Type: Consultation Task: essay Date Visit: 94/08/19
Degree: SSHB01 Degree Level: UG Course: SOC204S Consultant: COE
Task Code: Stage: Next Appointment:
Notes: Prep: 0 Consult: 95 Entry: 10
In Issue: ORcncl Addit Issue 1: DIvoi2 Addit Issue 2: DIregl
Date:

Language Errors
Assesses Vocabulary Articles Concord
Identifying Syntax Punctuation Circumlocution
Recommendations:
Review the session in terms of making possible changes to her draft
before the deadline and to craft a conclusion
based on the points formulated during the consultation
Comments:

② Print-out of Report with
Coding Stripes
(First level of
analysis)

Suggestions made, Organisation,

Expectations
Topic

Responsibility

Organisation

Suggestions made

Responsibility

Expectations

Organisation, Suggestions made,

Responsibility

Feedback, Networking,

Organisation

Suggestions made, Organisation,
Responsibility

Affect

Suggestions made

Expectations, Responsibility,

Suggestions made

Suggestions made

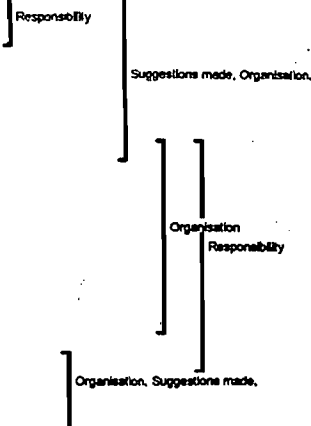
Affect

Responsibility

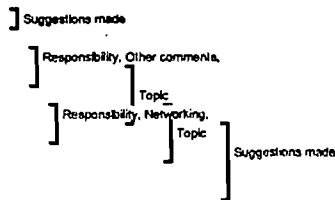
Suggestions made

ging the register where she was drawing on her own experiences and reorganising some paragraphs in order to create a more logical flow. In some areas of her essay there was a lack of specificity and I suggested she needed to clarify and provide more detail by removing words such as "it", "very" etc. In some places there was also a lack of clarity between the student's argument and the various authors so I worked on making this explicit and using references to substantiate it. In contrast to the first essay I had worked with the student this essay showed improvement in terms of linking it. The student had done additional reading and seems more comfortable with this essay than the last one on Marx alienation. I noticed an improvement in her writing in terms of introducing ideas, authors and on the whole a more logical flow. I also noticed that the student used section "prompts" either within the text or in the margins and also provided herself with alternative words written above a particular word for choice/suitability. The student had wanted to include further information based on her own observations but the essay was getting too long. Her main problem was she did not know what to put in her conclusion and we discussed this and drew up the main points which she had to craft into a concluding paragraph.

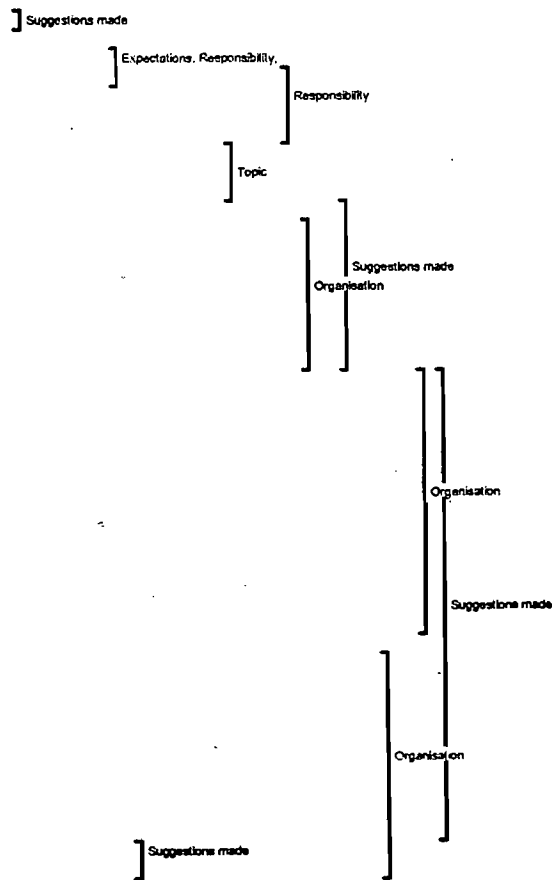
Visit No: 5 Visit Type: Consultation Task; essay Date Visit: 94/09/05
 Degree: SSHB01 Degree Level: UG Course: PSY200S Consultant: COB
 Task Code: Stage: Next Appointment:
 Messages: Prep: 0 Consult: 20 Entry: 10
 In Issue: TAtopl Addit Issue 1: Addit Issue 2:
 Date:
 Language Errors
 Messages Vocabulary Articles Concord
 Missing Syntax Punctuation Circumlocution
 Recommendations:
 the readings and bring an essay plan for discussion if necessary.
 Comments:
 As consultation had been prearranged to be tape recorded as part of a collaborative research project. The essay was done on the 13/9 and the topic was Racism and Mental Illness in South Africa. The student had felt it was too broad and I went to the lecturer for clarification. At this time the student had done any readings so we basically just clarified the requirements of the task and where to place the emphasis given the essay length was 4/5 pages.



Student No: Home Lang: KA
 Visit No: 6 Visit Type: Consultation Task; essay Date Visit: 95/10/03
 Degree: SSHB01 Degree Level: UG Course: soc308s Consultant: cmh
 Task Code: Stage: 1st Next Appointment:
 Messages: Prep: 30 Consult: 25 Entry: 30
 In Issue: ORfoc1 Addit Issue 1: ORcon1 Addit Issue 2: Divoi2
 Date:
 Language Errors
 Messages Vocabulary Articles Concord
 Missing Syntax Punctuation Circumlocution
 Recommendations:
 linking content to topic. Give own (supported) opinions.
 Comments:
 Student came in with a 10 page draft - wanting immediate help - for an essay due yesterday. Fortunately (for her; not for me) I was taking a bit of a break from my other work anyway - so I sent away for half an hour so that I could skim through her draft - reminding her that our potential was limited. The essay had a 2000 word limit with the topic: 'Independent civic organisations are viable in urban areas but not in rural areas'. Discuss, with particular reference to their social bases. Comments on her draft follow:
 Introduction: Inadequate. Needs a thesis statement as well as an indication of the intent of the essay. Also need to be more specific - eg. what is "the topic in question"?
 Need for elaboration: eg. Why are you going to "...first define rural areas as by McIntosh et al (1993)."? What does "is definition mean?/Why is it relevant? Elaborate statements. Define social bases' (and keep a strong link between these and your discussion on topic statement).
 Focus: 2nd paragraph needs to be linked to topic; doesn't appear relevant. 3rd paragraph - on what essay will do next - perhaps to introduction? - still not linked to topic. (- say why 're looking at this issue). What is CO/CS? - relate to distinction to the topic. 1 paragraph: "Haven explained CO/CS and in rural areas, the essay will now look at the factors that inhibit the development of CO/CS in rural areas." - explain CO/CS, Haven's explanation, link to topic, - in context, essay doesn't proceed to look at these anyway. Page 4: good - try to link a link to topic - but not followed up. Pages 6-7: on the concept of paternalism - how does this relate to that 'patronage' (p2)? - explain to reader.
 Need for own opinion/analysis: eg. pages of what McIntosh thinks, no comment of own; What do you think???



Referencing: Need page numbers. Also, ensure that everything that is used is referenced.
 Flesh out: Up to p8 - on difficulties in rural areas - no mention of Independent Civic Organisations, p 8-9 - description of Urban Poor - with ref to Nelson 1979 (Look at everything that's happened since then - revolution, emergencies, action, etc - haven't things changed?), this led to the development by UP (?Urban poor?) of "...3 channels namely patron-client networks, ethnic associations and political power." (are these ICO's? - no - explain links).
 Conclusion: None. Unfinished. Link to topic.
 Bibliography: None.



e took no notes - I don't know how much went in/will be worked on. e said that she intends to return with another essay (earlier than due e) and if possible, a research proposal.



Student No: Home Lang: KA
 Visit No: 7 Visit Type: Consultation Task; essay Date Visit: 96/04/16
 Degree: SSHB01 Degree Level: UG Course: SOC216F Consultant: SCC
 Task Code: Stage: discussion Next Appointment:
 Messages: Prep: 0 Consult: 30 Entry: 15
 In Issue: TAAct1 Addit Issue 1: ORorg1 Addit Issue 2:
 Date:
 Language Errors

Appendix 6c: Two Examples of a coding report taking one of the nodes, ('Affect'). This report extracts all comments from the original one that have been coded (or 'highlighted') with the particular node.

Coding Analysis: 1 student of 183, 1 code of 12.

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies **User:** Kathy **Date:** 2002/01/07 - 11:22:28

DOCUMENT CODING REPORT

Document: XXXXXXXX
Created: 2001/01/18 - 03:26:01
Modified: 2001/01/24 - 10:08:47
Description:

Writing Centre Report

Node: Affect

Passage 1 of 9 Section 0, Paras 44 to 46, 192 chars.

This was done through the use of her tape recorder, which I found a helpful tool. The student is trying very hard and showing improvement in developing her argument and expressing herself.

Passage 2 of 9 Section 0, Paras 65 to 66, 174 chars.

During this consultation the student stopped taping the conversation, I assume because she felt the actual consultation rather than the record of it was what was important.

Passage 3 of 9 Section 0, Para 153, 68 chars.

She took no notes - I don't know how much went in/will be worked on.

Passage 4 of 9 Section 0, Paras 179 to 181, 256 chars.

I realised that she actually understood the topic very well and had covered the readings thoroughly. I was not sure why she had come to the Writing Centre for advice; perhaps she had merely wanted affirmation of the approach that she intended to adopt.

Passage 5 of 9 Section 0, Para 199, 25 chars.

She felt fine about this.

Passage 6 of 9 Section 0, Paras 244 to 245, 86 chars.

I felt very impressed by her conviction and advised her to follow on her instincts.

Passage 7 of 9 Section 0, Paras 260 to 261, 232 chars.

her second draft, although still patchy in places, is an improvement. I think somebody just needed to tell her that what she proposed to do was actually OK, and rather sophisticated considering that it is only a first level course.

Passage 8 of 9 Section 0, Paras 277 to 279, 277 chars.

Some awkward moments that still haven't been resolved. I don't know how to mediate this without spoon-feeding the student. I have explained a couple of times what I think she needs to do, but it obviously hasn't registered for her. I will leave it to her marker to decide.

Passage 9 of 9 Section 0, Paras 292 to 293, 254 chars.

XXXXXX is rather nervous I think about submitting. Now I know why. She's been given an opportunity to re- do. She hasn't explained why, but my guess is that she was unhappy with her previous mark, and found some way to justify her position on [THE TOPIC].

Coding Analysis: 1 student – coded 'Affect' comments

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies **User:** Kathy **Date:** 2002/01/07 - 11:09:17

NODE CODING REPORT

Node: Affect

Created: 2000/12/26 - 08:01:17

Modified: 2001/03/23 - 03:35:20

Description:

Emotions, development

Document: XXXXXXXX

Passage 1 of 6 Section 0, Para 9, 117 chars.

Has a problem writing essays. - Gets readings together then gets stilted - can't translated information into essay.

Passage 2 of 6 Section 0, Para 11, 38 chars.

(Cross she hasn't heard of us before).

Passage 3 of 6 Section 0, Para 13, 82 chars.

on Argument from Design. - She's not interested in this - just wants the credit.

Passage 4 of 6 Section 0, Para 120, 121 chars.

We spent a fair amount of time discussing her feelings around the essay content first (she is not at all interested in it

Passage 5 of 6 Section 0, Para 120, 79 chars.

can't wait to get stuck into thesis topic so she can get it in by end October -

Passage 6 of 6 Section 0, Para 135, 42 chars.

Feels better - more clear - to both of us.

⑦

Extract from
Coding of 'Affect' for all
students in sample

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies

User: Kathy

Date: 01/01/24 - 11:09:42

NODE CODING REPORT

Node: Affect

Created: 00/12/26 - 08:01:17

Modified: 01/01/24 - 10:08:47

Description:

Emotions, development

Documents in Set: All Documents

Document 1 of 46

Passage 1 of 13 Section 0, Para 55, 56 chars.

55: Go for a stroll on the beach or a walk on the mountain.

Passage 2 of 13 Section 0, Para 68, 225 chars.

68: They are having problems with [REDACTED] - feeling panicked and exhausted. They are inexperienced and under-prepared for research of this type. I think they really need a break - suggested a walk on the beach or the mountain.

Passage 3 of 13 Section 0, Para 118, 48 chars.

118: [REDACTED] and [REDACTED] came in a bit more refreshed.

Passage 4 of 13 Section 0, Para 122, 202 chars.

122: The dynamics of the group are now getting a bit itchy - hardly surprising - 2 wrote introductions of which 1 is good and the other not so good and there are awkward feelings as to what to do about this.

Passage 5 of 13 Section 0, Para 133, 285 chars.

133: Then they hadn't got their draft back from [REDACTED] as promised - and couldn't get hold of her - and were frustrated and tired. Complained to [REDACTED] (Course convenor) who came to see me with them - concerned about putting me out - but it's the end of a very hard-working period.

Passage 6 of 13 Section 0, Para 195, 70 chars.

195: [REDACTED] came in very upset with their mark of 70% for their project.

Passage 7 of 13 Section 0, Paras 196 to 197, 267 chars.

196: She let off steam here - but I feel it's out of my hands and she's already taken the relevant steps anyway. I feel their hard work alone should have earned them a first - but I think it was worth one anyway - if it was an honours project, it could have some extras.

Passage 8 of 13 Section 0, Para 206, 134 chars.

206: [REDACTED] has applied for the Honours course in [REDACTED] But afraid of not being accepted because this year she hasn't got above 55%.

Passage 9 of 13 Section 0, Paras 207 to 208, 484 chars.

207: She says she doesn't know where she is going wrong. She does all the readings. She says the tutorials are very easy - they should be aimed at a higher level. She reckons that students could manage these without looking at the readings.

208: She isn't able to finish her tests - knows the work, but can't finish. Really struggles with [REDACTED] [REDACTED]. (Course has changed since last year - have to choose between General and Industrial, but Industrial has come into General).

Passage 10 of 13 Section 0, Paras 210 to 211, 104 chars.

210: Wants to get 75% for her next two essays. She wants to do Honours because she wants to do Research.

Passage 11 of 13 Section 0, Para 217, 206 chars.

217: This has been a big jump from last year. She is doing 3 other courses for fun - not needed for credit - the research course for Maths, Labour law and Information Systems!!! She is doing well in all three.

Passage 12 of 13 Section 0, Para 257, 5 chars.

257: Shoo!

Passage 13 of 13 Section 0, Para 262, 97 chars.

262: I'm impressed at her perseverance - she has been all over looking for information for this essay!

Document 2 of 46 [REDACTED]

Passage 1 of 6 Section 0, Para 9, 117 chars.

9: Has a problem writing essays. - Gets readings together then gets stilted - can't translated information into essay.

Passage 2 of 6 Section 0, Para 11, 38 chars.

11: (Cross she hasn't heard of us before).

Passage 3 of 6 Section 0, Para 13, 82 chars.

13: on Argument from Design. - She's not interested in this - just wants the credit.

Passage 4 of 6 Section 0, Para 120, 121 chars.

120: We spent a fair amount of time discussing her feelings around the essay content first (she is not at all interested in it

Appendix 6d: An example of how further coding of one node could occur (having sub-coded 'Organisation' into ten options) – for my purposes, not worth the detail.

⑤ Subcoding of Organisation Node - into 10.
[15 of 183 s.s; 1 code of 12]

o revision 1.2.142 Licensee: New Windows 98 User

ect: Database Case Studies User: Kathy Date: 01/01/24 - 10:09:34
MENT CODING REPORT

ated: 06/01/2003 03:26:01

er, Organisation

ssage 1 of 15 Section 0, Para 11, 58 chars.

Create an essay plan to help structure ideas and content

outline

ssage 2 of 15 Section 0, Paras 15 to 18, 373 chars.

In looking over her draft it was clear that an occasion and thesis missing as the student had gone directly into the body of the essay. introduction was found at the bottom of page one and a repetition of essay task. There was also a confusion of voices in the essay where student had ascribed various author's discussions about Marx to Marx self.

referencing, voice.

introduction

ssage 3 of 15 Section 0, Para 17, 73 chars.

Continue to model sentences and paragraphs in order to develop coherence

coherence

ssage 4 of 15 Section 0, Paras 42 to 43, 130 chars.

He also suggested her introduction should be more focussed which was I had suggested to her during her first consultation.

introduction

ssage 5 of 15 Section 0, Paras 43 to 45, 223 chars.

This consultation was spent trying to get the student to model sentences and paragraphs paying particular attention to linking her ss. This was done through the use of her tape recorder which I found a useful tool.

cohesion

ssage 6 of 15 Section 0, Paras 83 to 88, 581 chars.

Looked over the essay with the student in terms of clarifying some of ideas, changing the register where she was drawing on her own experiences and reorganising some paragraphs in order to create a more logical flow. In some areas of her essay there was a lack of specificity I suggested she needed to clarify and provide more detail by removing ss such as 'it', 'they' etc. In some places there was also a lack of clarity between the student's argument and the various authors so we ed on making this explicit and using references to substantiate its.

coherence

voice

cohesion

coherence

referencing, voice.

ssage 7 of 15 Section 0, Paras 88 to 93, 576 chars.

In contrast to the first essay I had worked on with the student this ssy showed improvement in terms of linking ideas. The student had done itional reading and seems more comfortable with this essay than the c one on Marx and alienation. I noticed an improvement in her writing terms of introducing ideas, authors and on the whole a more logical ss. I also noticed that the student used question 'prompts' either in the text or in the margins and also provided herself with ernative words written above a particular word for choice/suitability.

cohesion

content, readings.

voice, cohesion

notetaking

ssage 8 of 15 Section 0, Paras 94 to 95, 181 chars.

Her main problem was that she did not know what to put in her clusion and we discussed this and drew up the main points which she n had to craft into a concluding paragraph.

conclusion

ssage 9 of 15 Section 0, Paras 132 to 136, 471 chars.

Introduction: Inadequate. Needs a thesis statement as well as an tion of the intent of the essay. Also need to be more specific - at is 'the topic in question'? * Need for elaboration: eg. Why are going to "...first define rural areas as by McIntosh et al (1993)." * t does this definition mean?/Why is it relevant? Elaborate statements. ine 'Social bases' (and keep a strong link between these and your cussion on topic statement).

introduction

coherence

ssage 10 of 15 Section 0, Paras 137 to 143, 846 chars.

* Focus: 2nd paragraph needs to be linked to topic; doesn't appear evant. 3rd paragraph - on what essay will do next (- perhaps to roduction?) - still not linked to topic, (- say why you're looking at s issue). What is CO/CS? - relate this distinction to the topic. 1 agraph: "Haven explained CO/CS and rural areas, the essay will now k at the factors that inhibit the development of CO/CS in rural as." - explain CO/CS, Haven's explanation, link to topic, - in fact, ay doesn't proceed to look at these anyway. Page 4: good - mention a k to topic - but not followed up. Pages 6-7: on the concept of ernalism - how does this relate to that of 'patronage' (p2)? - explain reader.* Need for own opinion/analysis: eg. pages of what McIntosh nks, but no comment of own: What do you think???

cohesion

ssage 11 of 15 Section 0, Paras 145 to 151, 642 chars.

* Referencing: Need page numbers. Also, ensure that everything that uld be is referenced.* Flesh out: Up to p8 - on difficulties in rural as - no mention of Independent Civic Organisations, p 8-9 - cription of Urban Poor - with ref to Nelson 1979 (Look at everythin t's happened since then - revolution, emergencies, election, etc - en't things changed?), this led to the development by the UP (?Urban r?) of "...3 channels namely patron-client networks, ethnic ocations and political power.* (are these ICO's? - no - explain ks). * Conclusion: None. Unfinished. Link to topic.* Bibliography: None.

referencing

referencing, conclusion.

coherence, content, cohesion.

ssage 12 of 15 Section 0, Para 213, 97 chars.

referencing

Appendix 6e: An example of a report on one of these sub-codes – taking comments on the issue of voice (falling under ‘Organisation’ node) in students’ writing. It does give a clear picture of fine detail, which may be useful for the purpose of further research.

⑥ 1/183 S's ↓ 1/12 Codes ↓ 1/10 Subcodes

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Organization

User: Hutching

Date: 01/01/24 - 10:36:17

DOCUMENT CODING REPORT

Document: [REDACTED].org

Created: 01/01/24 - 10:21:49

Modified: 01/01/24 - 10:35:38

Description:

NVivo revision 1.2.142

Licensee: New Windows 98 User

Node: voice

- of Organisation Node (subdivided)

Passage 1 of 6 Section 0, Para 16, 138 chars.

16: There was also a confusion of voices in the essay where the student had ascribed various author's discussions about Marx to Marx himself.

Passage 2 of 6 Section 0, Para 32, 67 chars.

32: changing the register where she was drawing on her own experiences

Passage 3 of 6 Section 0, Para 32, 184 chars.

32: In some places there was also a lack of clarity between the student's argument and the various authors so we worked on making this explicit and using references to substantiate points.

Passage 4 of 6 Section 0, Para 36, 118 chars.

36: I noticed an improvement in her writing in terms of introducing ideas, authors and on the whole a more logical flow.

Passage 5 of 6 Section 0, Para 56, 54 chars.

56: Suggestions made for ways to bring out her own voice.

Passage 6 of 6 Section 0, Para 60, 190 chars.

60: her problems were mainly around expression, the fact that her own views were not distinguishable from those of her authors and referencing - she tended to reference all her lecturers points.

Appendix 6f: Extract from an example of comments referring to affectual issues ('Affect' node) from all reports in the set. (It is possible to allocate each document to any number of sets).

NVivo revision 1.2.142

Licensee: New Windows 98 User

Project: Database Case Studies User: Kathy Date: 2002/01/07 - 11:22:28

DOCUMENT CODING REPORT

Document: XXXXXXXX

Created: 2001/01/18 - 03:26:01

Modified: 2001/01/24 - 10:08:47

Description:

Writing Centre Report

Node: Affect

Passage 1 of 9 Section 0, Paras 44 to 46, 192 chars.

This was done through the use of her tape recorder which I found a helpful tool. The student is trying very hard and showing improvement in developing her argument and expressing herself.

Passage 2 of 9 Section 0, Paras 65 to 66, 174 chars.

During this consultation the student stopped taping the conversation, I assume because she felt the actual consultation rather than the record of it was what was important.

Passage 3 of 9 Section 0, Para 153, 68 chars.

She took no notes - I don't know how much went in/will be worked on.

Passage 4 of 9 Section 0, Paras 179 to 181, 256 chars.

I realised that she actually understood the topic very well and had covered the readings thoroughly. I was not sure why she had come to the Writing Centre for advice; perhaps she had merely wanted affirmation of the approach that she intended to adopt.

Passage 5 of 9 Section 0, Para 199, 25 chars.

She felt fine about this.

Passage 6 of 9 Section 0, Paras 244 to 245, 86 chars.

I felt very impressed by her conviction and advised her to follow on her instincts.

Passage 7 of 9 Section 0, Paras 260 to 261, 232 chars.

her second draft, although still patchy in places, is an improvement. I think somebody just needed to tell her that what she proposed to do was actually OK, and rather sophisticated considering that it is only a first level course.

Passage 8 of 9 Section 0, Paras 277 to 279, 277 chars.

Some awkward moments that still haven't been resolved. I don't know how to mediate this without spoon-feeding the student. I have explained a couple of times what I think she needs to do, but it obviously hasn't registered for her. I will leave it to her marker to decide.

Passage 9 of 9 Section 0, Paras 292 to 293, 254 chars.

XXXXX is rather nervous I think about submitting. Now I know why. She's been given an opportunity to re- do. She hasn't explained why, but my guess is that she was unhappy with her previous mark, and found some way to justify her position on [THE TOPIC].

Project: Database Case Studies User: Kathy Date: 2002/01/07 - 11:09:17

NODE CODING REPORT

Node: Affect

Created: 2000/12/26 - 08:01:17

Modified: 2001/03/23 - 03:35:20

Description:

Emotions, development

Document: XXXXXXXX

Passage 1 of 6 Section 0, Para 9, 117 chars.

Has a problem writing essays. - Gets readings together then gets stilted - can't translated information into essay.

Passage 2 of 6 Section 0, Para 11, 38 chars.

(Cross she hasn't heard of us before).

Passage 3 of 6 Section 0, Para 13, 82 chars.

on Argument from Design. - She's not interested in this - just wants the credit.

Passage 4 of 6 Section 0, Para 120, 121 chars.

We spent a fair amount of time discussing her feelings around the essay content first (she is not at all interested in it

Passage 5 of 6 Section 0, Para 120, 79 chars.

can't wait to get stuck into thesis topic so she can get it in by end October -

Passage 6 of 6 Section 0, Para 135, 42 chars.

Feels better - more clear - to both of us.

Appendix 6g: A list of the sets I tried out.

NVivo revision 1.2.142 Licensee: New Windows 98 User

Project: Database Case Studies User: Kathy Date: 2002/02/01 - 11:44:51
DOCUMENT SET LISTING

Document Sets: 71	
1 English second language] <i>English Language Status</i>
2 English home language	
3 English foreign language	
4 Gender~Females] <i>Gender</i>
5 Gender~Males	
6 Fac~SSH] <i>Faculty</i>
7 Fac~COM	
8 Fac~LAW	
9 Fac~MED	
10 Fac~ENG	
11 Fac~SCI] <i>Degree Level</i>
12 Level~UG	
13 Level~PG] <i>Number of Consultants seen</i>
14 Consultants~ 1	
15 Consultants~ 2	
16 Consultants~ 2+] <i>Duration between first and last visit</i>
17 Duration~ less than 6 weeks	
18 Duration~ 6 weeks-6 months	
19 Duration~ 6 months-1 year	
20 Duration~ more than 1 year] <i>Consultants (by name)</i>
21 Consultants-cmh	
22 Consultants-scc	
23 Consultants-mac	
24 Consultants-ac	
25 Consultants-td	
26 Consultants-am	
27 Consultants-il	
28 Consultants-da	
29 Consultants-coe	
30 Consultants-ros	
31 Consultants-jah	
32 Consultants-aa	
33 Consultants-ab	
34 Consultants-dsb	
35 Consultants-mw	
36 Consultants-fs	
37 Consultants-cvs	
38 Consultants-dr	
39 Consultants-afa	
40 Consultants-mnw	
41 Consultants-ss	
42 Consultants-mt	
43 Consultants-mgz	
44 Consultants-mbp	

45	Courses-thesis, report] <i>Course variety</i>
46	Courses-one dept	
47	Courses-multiple	
48	Working Set	<i>All Documents</i>
49	Female, home language] <i>Combinations – 2 axes (Gender & Language)</i>
50	Female, second language	
51	Female, foreign language	
52	Male, home language	
53	Male, second language] <i>Combinations – 3 axes</i>
54	Male, foreign language	
55	Female, second lang, PG	
56	Female, second lang, UG	
57	Female, home lang, PG	
58	Female, home lang, UG	
59	Female, foreign lang, PG	
60	Female, foreign lang, UG	
61	Male, home lang, PG	
62	Male, home lang, UG	
63	Male, second lang, PG	
64	Male, second lang, UG	
65	Male, foreign lang, PG	
66	Male, foreign lang, UG	
67	Female, UG] <i>Combinations – 2 axes (Gender & Degree Level)</i>
68	Female, PG	
69	Male, UG	
70	Male, PG	
71	Memos	

APPENDIX 7

Endnotes for Chapter 7

ENDNOTES FOR SECTION 7.2: EXPECTATIONS

- ¹ She wanted to know what a critical analysis is and how to go about the process of analysing a poem generally. {FHU:1: Para 11}.
[S] was quite desperate, as she did not know how to begin to approach this topic. However, displaying her usual initiative, she had found 2 books on the Freudian concept of hysteria, and she brought these to the consultation. {FHU:1: Para 224}.
- ² For her first consultation on this essay she presented me with a rather daunting collection of notes taken from a number of readings, some from journals, some found on the Internet, and asked for advice on structuring the essay. It was evident that she had read widely, perhaps too widely, as some of the extracts she had taken seemed to contain theoretical material that was far beyond the scope of the essay topic. {FHU:9: Para 243}.
At that stage she had not yet drafted the essay but she had drawn up a fairly detailed outline and wanted my advice on the organisation of the points that she had identified as essential to the argument. {FHU:15: Para 125}.
...she asked me about the allocation of space to the different parts of her discussion, whether it was necessary for definitions of the 2 terms, whether I thought Mair really did take on one approach (I got out of this by saying that I hadn't read the article, but I gave her leading questions), my opinion on the structure of her argument - she explained that she had written (long) descriptions of the 2 practices and then paragraphs on their social functions. ...She is reconsulting tomorrow with a draft. ...She is [also] doing [L's] essay on perspectives of the family. This asks for the student's own opinion - which one of 4 perspectives would she support and why. She asked me what she would do if she didn't totally support any of them. {FHU:21: Para 56}.
She came in with an outline ...and really wanted confirmation that she was headed in the right direction and was incorporating all the topic requirements. {FHU:23: Para 65}. She brought in her new draft ...and warned me that there was still no conclusion and asked me to check her referencing because the department is very fussy. {Para 151}.
- ³ ...asking for specific advice as to how she could approach this particular essay and as such improve her marks. She explained to me that she had put a lot of effort into her previous essay and had not obtained the marks that she felt she deserved. {FHU:10: Para 13}.
Doing ok but wants to do better - to do Hons in Politics. Has just been slack - not taking things much more seriously than night-before stuff and occasional lecture attendance. Got a pep talk from [L] and now wants to become a new person. Term marks - 60s for Pols and Psychology and 50s for History. Exams in the 50s. Not used to being disciplined in studies. Hasn't worked well through the years - bad track record, but does have potential. Committed to improving - aiming for new [S]. {FHU:13: Para 12}.
- ⁴ She said she wanted input on examination techniques, extra time for her exams and tests and a neurosurgeon. {FHU:6: Para 14}.
Will come in next week with outlines for her exam prep and with old papers - is upset with her marks in the 60's. {FHU:9: Para 110}.
- ⁵ The student arrived with a second version of a seminar paper which had previously been marked by a supervisor. She wanted to improve the paper by finding ways to integrate the case study with the theoretical analyses of ethnic identity. {FHU:12: Para 65}.
- ⁶ [S] as per her usual perfectionist self came by for one last go through on her Albert Memmi paper. {FHU:1: Para 375}.
She came in quickly to ask for guidance in writing her bibliography. She was confused about how to set out papers from journals. {Para 167}.
She is going to spend a short while browsing these readings and will reconsult with her ideas. {FHU:2: 192}. Just popped in to check that her planned structure is acceptable - viz.: the pros of the family system, the cons of the family system, synthesis, conclusion. Also if she could use sub-headings - I said I thought the sociology dept. found these acceptable. {Para 222}.
She didn't bring in a complete draft - just asked me to check if she was on the right track - I felt fine about it {FHU:3: Para 105}.
When [S] returned to the Writing Centre she was delighted with the success of her psychology essay ...and she declared her intention of being a frequent 'client'. {FHU:9: Para 24}.
- The student came in to have a 5-minute discussion on her SAN101W essay which is due on 30/08/95. She wanted an opinion on the best possible approach to writing this essay. {FHU:21: Para 91}.
- ⁷ I gave her advice for what to do in the two hours remaining to save her from a humiliating mark which perhaps was a very lenient thing to do all things considered, she should not have come at such a late hour. As Antoinette says it is all about disrespect, for us and for her own writing. {FHU:4: Para 217}.
- [S] returned to the Writing Centre the following week, in a panic because she had several assignments due in this, the last week of lectures for the 1999 academic year, {FHU:7: Para 108}.
- ⁸ He has 2 assignments due on Monday. On Monday we will talk about what strategies he used and what of them worked. We may look at how these are different - if they are - from past strategies - and how he'd like to change them further. [I think it's important that we keep focussing on these]. On Wednesday we'll look at the rest of his seminar. {MHU:2: Para 146}.
- ⁹ Our plans were to talk through the Degenaar paper in preparation for a seminar discussion around it. {MHU:2: Para 57}.
As it was not much of an improvement on his last draft, I assumed he was lost. He confirmed this saying that he didn't know where to go from here, and 'I'm just adding, adding, adding. I lose focus and get confused. I've got too much information'. {MHU:3: Para 35}.
- ¹⁰ [S's] class was advised by their lecturer to contact the Writing Centre about their research essay and its structure. {MHU:3: Para 11}.
- ¹¹ he asked me questions about the layout of page numbers, headings, indents and his bibliography. He said he'd let me know how it was received. {MHU:3: Para 46}.
- ¹² She brought it in an hour or so before having to submit it, and I had the feeling that she wanted a quick and easy reshuffling and organisation of what she had already written, from me. {FSU:15: Para 25}.
She left the Writing Centre looking rather disgruntled, and I suspect that she had probably expected some sort of magical 'quick fix'. {FSU:12: Para 14}.
- ¹³ What she had written was hardly even an outline; it was largely a series of quotations from their textbook, many totally unrelated to the topic as set, and in random order, with no attempt at organisation. I suspected that she had not understood the task, also that she understood little of the reading, hence her quoting at random from it. {FSU:13: Para 53}.
- ¹⁴ This pre-write conference gave this mature first year student an opportunity to formulate a structure for her essay before beginning the writing of the first draft. {FSU:11: Para 67}.
[S] struggled to understand how to work with an example, to relate theory to it, and to incorporate her own position on the matter = integration. {FSU:4: Para 57}.
- ¹⁵ The student came for advice on a further tutorial on financial management. This time she had experienced difficulty in understanding some of the concepts involved (e.g. the difference between life assurance and short-term insurance), {FSU:16: Para 52}.
- ¹⁶ [S] left these for me to read - but I realised that she hadn't yet attempted to read them and felt worried that she is merely going to depend on me to do the work for her. I advised her to try and read them first and then discuss them with me. She is reconsulting tomorrow for this. {FSU:6: Para 44}.
She said she had difficulty in knowing how to extract and paraphrase the information of the readings. The question asked for a definition of terms. {FSU:19: Para 37}.
- ¹⁷ [S] had made the appointment asking to go over her marked essay as she felt she could have done better, she wanted to see where she had gone wrong, especially as she had had a consultation on the topic. {FSU:5: Para 25}.

¹⁸ Following the guidelines given in the course handout, she asked me about the necessity of appendices, authors note and title. {FSU:6: Para 288}.

She left 2 poems for me to read... She asked me to help her with analysis of the poems. She said she can't make sense of them. She said that she wanted to look at the poems first and then at the readings - because she's been accused of plagiarism. {FSU:15: Para 65}.

¹⁹ This student was difficult to deal with at first. She came to the Writing Centre, armed with her Social Anthropology handbook, just before 5pm on 18 March and was very indignant because I would not give her a consultation there and then, even though it was nearly an hour past official closing time. I tried to make an appointment for her but she just flounced off. She returned the next day at 3.45 and, as it was not yet 4pm, I had to accept her as a 'walk in'. I felt that she was being deliberately defiant in ignoring my advice to make an appointment. She wanted me to unpack the topic for the first Social Anthropology essay, {FSU:18: Para 13}.

²⁰ He said that he found this extremely helpful and would return for a repeat of this exercise. {MSU:7: Para 11} [but did not].

Is coming tomorrow to try himself. (I'd started out trying to get him to unpack the tasks and he struggled so I took over). We'll see what practising does. {MSU:21: Para 77}. may pop in for the odd pep talk! {Para 157}.

Will try to get hold of readings tonight and reconsult at 8am tomorrow. {MSU:23: Para 59}.

He's consulting tomorrow. In the meantime he'll think of possible interview questions and of what to use as guidelines from the literature survey he's done. - And possible extra interesting factors he could look at. ...We had a 20 minute consultation although he made an appointment for tomorrow. {MSU:13: Para 33}.

²¹ e.g. {MSU:8}.

²² Unfortunately, he was running late (the essay was due at 2pm on the day of this consultation) and he was unable to let me have the draft before the consultation, so in this case I had to spot the issues and engage in discussion of them simultaneously - not the ideal situation, but inevitable this time. {MSU:11: Para 39}. He soon returned with another essay draft, unfortunately also due the same day as the consultation. I chided him gently about leaving no time to allow me to read the draft beforehand, but he explained that he was working under a great deal of pressure, with assignments due for all his courses at much the same time. This seems to be inevitable as the academic year draws to its close. Thus, once again I had to adopt the policy of focusing on the issues raised at his previous consultations. {Para 50}. Advised him also to be disciplined in his use of the Writing Centre (apparently last week he got rather demanding when he had not brought a draft or phoned to explain.). {Para 178}. [S] came late (as usual) after his insistence that the essay was due last week. I had laboured through the 16 page document on Regional Planning and was prepared for an hour's consultation on the work. However, as we had only 15-20 minutes, the consultation was a bit rushed. {Para 197}. Came in late today - after asking me to come in at 8am and not pitching! {MSU:23: Para 69}.

During the morning [S] came in twice as I tried to read though his latest draft. ...Eventually because of time constraints, we agreed that I would write notes to him and give those to him at the end of the day and have only a 10 min. consultation. {MSU:14: Para 105}.

Brought in draft of Literature Review - too late for me to have a proper look at it. 44 pages! {MSU:19: Para 110}. This feels like too much needed too late - I don't think he understands a lot of what I have suggested. I feel deeply concerned. {Para 147}.

[S] came very late for his appointment. I expected to see him for an English essay he had due today, but instead he wanted me to have a look at a CV he needed to submit for a bursary application. {MSU:3: Para 67}.

²³ here he wanted me to go over the entire document again to apply the 'finishing touches'; there were some areas where he had omitted to make the necessary changes; these I pointed out to him for correction. {MSU:19: Para 26}.

He brought a draft of a lengthy essay for the Political Studies second-year course...I was concerned because this student did not seem to have benefited at all from the advice given to him at previous consultations. I wondered whether he was coming to the Writing Centre hoping for a 'quick fix' each time and not giving any thought to the advice given. {MSU:17: Para 67}.

He returned almost immediately to consult me again, but not on a second draft of the Religious Studies assignment (he said he felt confident about that now). Instead he came with a first draft of a major essay for Political Studies 104S {MSU:9: Para 25}.

²⁴ He has done all the readings and planned his essay but he wanted me to clarify that what he intended to write is within the topic. He explained his argument to me and it sounded fine. {MSU:4: Para 41}.

We talked about the plan for his essay. Due 21st. He'll do a draft and reconsult. Not to worry about his introduction or conclusion yet. {MSU:23: Para 78}.

This student visits regularly; he had to write an essay in which he analyses and evaluates, among other, the claim: 'institutions of liberal democracy fail to protect and promote ideals of liberal democratic ideologies.' ...The student expressed his eagerness to tackle the task, and hoped to make an appointment in which we could discuss his first draft, which was due in a week, in detail. {MSU:1: Para 37}. [S] returned to the Writing Centre in his second year. This was a 'walk in' consultation; he asked for assistance in the interpretation of the topic he had chosen for the first essay in the second-year Sociology course ...He had no idea how to approach this essay, especially as he did not understand some of the key words in the title. {Para 48}.

The student came to the Writing Centre to make an appointment for the following Monday for his SAN101W essay but he also had a Political Studies tutorial assignment which was due in the 8th period which he wanted advice on. {MSU:17: Para 31}. He brought an outline of his Curriculum Vitae....He is hoping to be employed as an Orientation leader and needed help with compiling a good CV. {Para 82}. returned enthusiastically to the Writing Centre when he was working on the third assignment for CEM203W {MSU:18: Para 55}.

²⁵ He came as a 'walk in' wanting explanation of the topic for a tutorial assignment. {MSU:7: Para 60}. He consulted me over his essay due 6 April. He just wanted to ensure that he understood the topics. {Para 69}.

[S] asked me to unpack the topic with/for him. {MSU:8: Para 56}.

At this first consultation he just wanted me to unpack the topic and explain the requirements of the task,...He planned to proceed with gathering information on the topic and then to draw up an outline for the essay, on which he would consult me again. I gave him an appointment for 17 March. {MSU:2: Para 14}.

[S] experienced some confusion about what was involved in a literature review, having never done one before. {MSU:13: Para 13}.

²⁶ He came 3 times during the development of this piece of writing (he had obviously appreciated the benefits of repeated drafting as a result of his consultations with Cathy in 1997). ...On the first occasion he had not yet written a draft but had drawn up an outline of how he proposed to tackle the report. ...He planned to write his first draft by 23 April, and booked another consultation for that day. {MSU:10: Para 31}.

[S] did not have that information and I advised him to go to the parliament library and get the information. After getting this information we were then going to discuss how to go about writing the essay. [S] was expected to come back in two weeks time. {MSU:7: Para 81}.

There is a lot of work to be done here! - we've agreed to try - through a series of appointments. {MSU:19: Para 99}.

²⁷ ...a note asking me to 'check for cohesion and development'. This is somewhat difficult when it is presented to me in scant note form. {MSU:10: Para 73}.

He asked if I could please look at his introduction - was concerned that it was too long. {MSU:15: Para 51}.

²⁸ [S] had come asking help over issues of: length, and checking whether he had answered/addressed the topic. {MSU:14: Para 93}. [S] had asked for suggestions on how to make the essay shorter, a recurring problem it seems with him! {Para 126}.

Apologised for not coming earlier - had a terrible week last week - but could I please read through and comment. he's worried because he feels he can't make connections, and also about his referencing - the Sociology handbook doesn't give clear instructions. {MSU:21: Para 36}.

He also asked for advice on the correct format for referencing and I therefore explained the Harvard system for citation and bibliography. At the end of the consultation he announced his intention of returning to the Writing Centre for advice on another essay in the near future. {MSU:11: Para 12}.

²⁹ [S] brought in a practice answer to a short exam question - he wants to do this through the year to improve his exam performance. {MSU:21: Para 102}. He wants me to alleviate his exam stress. Wants to get more than 50-60%. {Para 65}.

³⁰ I was quite concerned about this student's conceptual difficulties, and it came as a pleasant surprise when I learned that he had achieved a mark of 66% for this assignment. {MSU:20: Para 46}.

He brought in his marked essay - on Racial Prejudice, for which he got 77%. (Copy in file, with feedback sheet). He doesn't understand the feedback he's got and also wants to know how to do better. {MSU:21: Para 21}. Wants a discussion. Has 2 assignments due in about a month. One is a project proposal - and he's not sure what to do. He did one last year - for which he got 70%. I asked if he understood what he'd done right and he said he didn't understand what he'd done wrong. {Para 121}.

³¹ The second draft, although still patchy in places, is an improvement. I think somebody just needed to tell her that what she proposed to do was actually OK, and rather sophisticated considering that it is only a first level course. {FFU:3: Para 260}.

³² [S] came again about the same topic without having understood the readings. {FFU:6: Para 27}.

³³ She was desperate, as the due date for the essay was close, and I discovered on looking at the appointment book that she had booked 2 further consultations for that same day. She subsequently consulted both Jocelyn and Ceri {FFU:5: Para 46}.

All this took an hour, but she showed no sign of leaving even after this time. I had to read another student's draft and tried to terminate the consultation. She then asked if she could sit in the Writing Centre while she rewrote her essay. I foolishly agreed to this request. 3 hours later, at 5pm, when I was about to close the Writing Centre for the day, she brought me her new draft and insisted upon my reading it immediately as 'she had to hand it in the next day'. {FFU:4: Para 58}.

³⁴ S saw the WC as a language centre: We worked on some of her paragraphs, but there was a limit to what we could do because of her confusion. She seemed to want only her grammar corrected and was not too impressed about the suggestion of going to her lecturer to get clarification {FFU:5: Para 72}.

This Chinese student has great difficulty with English and is very demanding - she expects the Writing Centre to sort out all her linguistic problems for her. {FFU:4: Para 36}. She basically wanted me to edit her bibliography, and mentioned that she was in a hurry to hand in the essay before 12 today. {Para 313}. Student had written a summary of 200 words on signals and onomatopoeia & wanted to know if her grammar was correct {Para 325}.

³⁵ He planned to draw up the tables in their final form and to draft the discussion that night, and made an appointment for a further consultation the next day. I noted that the practical task also involved answering some questions on the theoretical principles of the analysis, and planned to try to address this problem also during the next consultation. {MFU:1: Para 31}.

...came back after rethinking and rewriting the whole assignment. He had placed it in the box an hour earlier and I had had time to read it. I was impressed by the dramatic improvement from the previous day's draft. ...Finally he said that he had an assignment due in May that counted for 20%. He had chosen the topic already and we agreed to set up an appt well in advance so that he could begin the assignment in the correct fashion. He was eager to avoid the May rush and was planning to have the assignment completed by April. {MFU:2: Para 25}.

³⁶ He was not sure of some aspects of the method of presentation of the results and I advised him on their organisation, but otherwise could not give him any guidance until I had studied the drafts. It was agreed that he would leave them with me for 2 hours and return for another consultation later that day. He asked me to focus on clarity of expression, especially in the discussion sections. He was anxious to eliminate any ambiguity arising from his linguistic difficulties. I promised to pay special attention to this, and proceeded to study the 3 reports in detail. See next report for my findings. {MFU:1: Para 184}. [S] returned the next day with what he had drafted of the management report for the De Hoop Nature Reserve project. This was still incomplete, but he told me that he only had the executive summary to write and would complete this before he came for his consultation 2 hours later, {Para 624}.

This second year student had walked in with an assignment due the next day. ...He really seemed to need help and he said it was only with his 'punctuation'. He had not used the writing centre before. {MFU:2: Para 13}.

³⁷ The student came to discuss an essay outline on a Zoology topic entitled 'Carnivorous plants in South Africa'. He said this was the first essay he had to write and that he had spoken to the lecturer concerned about the broadness of the topic. His lecturer had told him to write anything he liked or was interested in. At the time of the consultation the student had not finished reading source material for the essay but wanted some guidance on study techniques because it was taking him such a long time to read. In addition he wanted help with what the introduction and conclusion of the essay should contain. {MFU:1: Para 57}. As arranged at his previous consultation, he came for advice on a poster that he was required to present as part of his course on invertebrate zoology. The subject he had chosen was locomotion of insects. He had drawn up an outline of what he intended to include in the poster, and left this for my scrutiny before the consultation. {Para 166}.

³⁸ For his next consultation, scheduled for Friday 11 September (he was due to consult with his supervisor on the Thursday) he left a revised draft of the chapter on problems in maintenance of hospital equipment which had been the subject of his consultation a week previously, and a first draft of a chapter in which he explained the conceptual framework for the research. {MHP:2: Para 108}. For his next consultation, on Monday, 14 September, he left me a draft of the introduction to the thesis, which was (mercifully, after some of the marathon efforts) fairly short, only 9 pages. {Para 119}. He left me a draft of the next chapter, another 'short' one which was to follow the introduction and in which the specific research questions addressed in the thesis were formulated. He asked me to read this overnight so that he could return the next day and discuss it in the light of my criticism of the introduction. {Para 130}.

He took the copy on which I had been working, with my comments, and left me another copy of the draft thesis to allow me to read the remaining half of the literature survey while he was simultaneously correcting the first portion. He made another appointment for 1 October, to discuss the remainder of the draft. {MHP:4: Para 83}.

³⁹ A walk-in - wanting to know how we work. Is very concerned about plagiarism - is it ok if he's taken ideas from different people in the same magazine? Doesn't want to 'infringe these rights'! {MHP:3: Para 11}.

⁴⁰ [S] was now desperately trying to get some input from his supervisor on the chapters on which I had advised him to date. He wanted comments from him before revising these chapters for my further attention, in the hope that he would be able to incorporate simultaneously both my suggestions for revision and any his supervisor might make. He hoped to see his supervisor on Thursday, 17 September and therefore he did not leave any further drafts for me to read at this stage, but made a provisional booking to consult me again on 18 September. {MHP:2: Para 143}. He did not leave anything further for me to read before his next consultation, booked in his normal Monday afternoon slot on 21 September. I suggested that we use that time to consider linkages between chapters to improve the flow of the thesis as a whole. He agreed to this and I asked him to bring as many chapters as possible so that we could look at the beginning and ending of each in order to check this aspect. {Para 156}. When I arrived at work on Monday, 21 September, I was horrified to find a large, bulging envelope that had been left in the Writing Centre post-box by [S] during the weekend. However, when I opened it I found it to contain nothing worse than revised drafts of Chapters 1-3, which he wanted me to scrutinise only for coherence at this stage - in his words, to 'view the 3 chapters as a unit and see if they hang together.' He also pointed out where he had added yet more new material to Chapter 1 (some Internet data on the links between poverty and ill-health in developing countries); he had inserted a new table, with some additional paragraphs in order to integrate this additional information with the

context. He had also added another paragraph to Chapter 3, which he felt would strengthen the conclusion. ...We decided to repeat this type of approach in checking Chapters 4-6 for coherent flow at his next consultation, which was set for Friday 25 September as the Thursday was a public holiday. {Para 167}.

⁴¹ [S] was particularly concerned about the chapter that I read through for this consultation; he described it as 'the heart of the matter' as it embodied the main results of his comprehensive survey of the problems relating to the acquisition, deployment, use and maintenance of health care technologies in hospitals in the public sector in Kenya and South Africa. ...He left a draft of the next chapter (mercifully, somewhat shorter than the others I'd seen) for his next consultation. He insisted on keeping what had become his regular Monday appointment and booking his next consultation for Monday 31 August, even though this was the week I was expecting to be booked solid by Chemistry CEM203W students, as the due date for their second-semester writing assignment was 4 September. He was so insistent that I just had to fit him in after normal working hours. {Para 71}. However, this was far too optimistic. On Friday 4 December he reappeared in the Writing Centre and announced that he wanted me to go through the rest of the thesis and check on the journalist's suggested amendments to ensure that these changes would not alter the sense in any way. Thus the fear expressed in the previous record, that I would have to read through the whole thesis again to check on her comments, proved to be justified! He gave me the first 3 chapters on the Friday afternoon and wanted to come to my home to collect them during the weekend; however, I drew the line very firmly at this and told him to come to the Writing Centre on Monday afternoon as he had been doing. When I arrived at work on Monday 7 December I found that he had left a further 3 chapters in the post-box during the weekend. It was his turn to be over-optimistic, as I was only able to get through Chapters 1-3 (which was all I'd promised) by the time he came for his consultation at 3pm. {Para 382}. Once again he tried to push me into reading more than I'd agreed to do before his consultation the following day. When I arrived in the morning I found yet another large envelope awaiting me in the post-box; this contained the journalist's comments on Chapters 7 and 9, as well as Chapter 13 (which I had already been through at the start of the current exercise on 20 November). {Para 394}. I hoped that now my role really was at an end... but no! He wanted me to read through the entire book before submission. I told him that I was not prepared to do this, as it would amount to proof-reading, which was not my function. All I was prepared to do was check on continuity in the combined manuscript. He agreed to this and said that he would phone me when it was ready. He hoped to produce two copies, one for his supervisor and one for me, and then to incorporate the comments of both of us before binding and submitting the thesis, which he planned to do before the end of the year. {Para 422}.

He had taken a month's leave from Telkom and hoped to devote much of this time to his T.R. He booked weekly appointments with me for the month of October. {MHP:4: Para 133}.

Also - I am all for recycling paper - however, I can't be left out to work out which page is part of essay and which is not! {MHP:3: Para 98}.

⁴² He was still working on the new chapter to be inserted as Chapter 11 and so was not yet able to give me that draft to read. However, there had been a new development which had pleased him greatly. It seemed that some time ago he had submitted a manuscript to the Editor of the South African Medical Journal. At the first attempt this had been returned for major revision. He had done this, along the lines suggested by the referees and resubmitted the revised manuscript. He had just been notified that this had been accepted 'subject to minor revision'. He gave me this manuscript, together with the referees' comments, and asked me to look through both and advise him how best to meet the remaining criticisms. I agreed to do so and we arranged to discuss the paper at his next consultation, on Monday, 5 October. {Para 208}. He planned to revise this chapter accordingly before his next consultation, booked for Monday, 19 October. For me to read in the meantime he left 2 pages of yet more final thoughts' that he wanted to tack on to the concluding chapter. I told him that he could not possibly add another section after 'Envoi' (this was becoming like Nellie Melba's series of 'farewell' recitals!!). He then charged me with the responsibility of determining whether these further thoughts could be incorporated into the 'Envoi'. He was obviously not prepared to relinquish them without a struggle! {Para 265}. He had now incorporated his 'last thoughts' into the final 'envoi' and he left me this redrafted version to read, mainly to check for repetition, before his next consultation, on Monday, 26 October. {Para 286}. He now wanted me to read the whole thesis so that I could check for flow, repetition etc. He therefore made his next appointment for a week later, leaving Thursday out, to give him time to finish all the corrections and print out the entire thesis for me to read. {Para 318}. There was no consultation as such on Monday 9 November, as he found that it took longer than expected to correct the various chapters and print out the new versions and by that date he had only the first 6 chapters to give me. He left that portion with me and arranged to consult me on it on Friday 13. ...He brought the rest of the thesis to this consultation, for me to read before his next appointment. However, as it was obviously going to require careful checking and it was difficult to predict how long this would take, I refused to book his next appointment for him at this stage. I arranged to phone him when I was ready to discuss the work. {Para 330}. He appeared on Monday 16 November with the section that I had read for the previous consultation, which he wanted me to reread as he had made some changes. These affected not only referencing (where they were most needed) but also consisted of some insertions of additional paragraphs here and there. He had highlighted these addenda by printing them in bold type, and particularly wanted me to check whether they had been inserted in the correct places in the text. {Para 342}.

⁴³ She was very pleased with the way this essay had developed, and said that she would consult me again when writing her Technical Report during the first semester of 1996. She subsequently left a 'Thank you' card (in file) and gift for me at my home; I was very touched. {FHP:2: Para 169}. She planned to fax me a more polished version before her next consultation, on 24 April. {Para 314}.

She arrived late for the consultation with a 6 page draft. At the beginning she told me that she wanted me to go over this draft but that she now felt confident in her writing and so she wouldn't be using us again. However, at the end she made an appointment for Wednesday next week - to go over a new draft, and for Friday - to thrash out ideas for a new essay. I asked her to drop off the draft on Tuesday so that I had time to prepare for our consultation and I told her that it was our policy for senior students to be requested to drop off drafts the day before and that if this did not happen, the following appointment would automatically be cancelled. She mentioned problems with getting the draft here and I suggested internal mail - we'll see if this brings further problems. {FHP:6: Para 36}.

[S] had hoped to return with a new draft of the research proposal the week after her first consultation with me but nearly 2 weeks elapsed before I heard from her again. {FHP:12: Para 24}. [S] returned the next week with a new draft of the entire research proposal. {Para 42}. To my surprise [S] suddenly reappeared in the Writing Centre with a further addendum to her research proposal. {Para 54}. She hoped to submit the paper to SA Med. J. through one of the contacts she had made in the course of her pilot survey. She asked me to be a co-author but I declined with thanks, as I can hardly regard myself as either a psychologist or an expert on AIDS!! However, I appreciated the kind thought. {Para 77}.

At the end of the consultation she told me that she now planned to redraft the entire thesis in accordance with my recommendations and to bring me the new draft by 26 August, for a consultation on 27 August, which would probably be the last before the due date for the thesis. {FHP:13: Para 27}. She had hoped that this would be the final draft, but when she realised how much remained to be put right she asked whether she could return with another draft for my attention before the weekend, so that she could spend that last weekend before the Monday deadline doing her final revision.. We made an appointment for her to consult me again on Thursday, 29 August. {Para 40}. With the thesis now submitted, I was surprised when [S] reappeared seeking another appointment with me. It seemed that she still had to face giving a seminar presentation to the class, and for this purpose she was required to write an extended abstract for circulation to students and staff. {Para 64}.

"Went through draft together. Now picking out repetition herself. The aims of therapy part - you haven't been asked for - think about it. Conclusion - spoke of more shaping. {FHP:19: Para 176}.

[S] has returned to the Writing Centre now that she is writing her major Technical Report, on her research project. She brought in a draft of what she has written so far, wanting my comments on organisation and on integration of information from various sources, mainly with respect

to the opinions of the different authors quoted in the literature survey {FHP:2: Para 183}.

Wants to work together more on this draft (- that we worked with last week). Me: rather try and rewrite one section on own and bring in. - Needs to enskill self!!! Appointment for Friday - will go over 1 section together - probably background one. [S] needs to become more independent and I'm trying to encourage her to do this. {FHP:8: Para 257}.

She is worried about linking theory and discussion - feels something is missing. Syntax: to tighten up what she's saying (?circumlocution?) Referencing one author in another. Links ARE needed. - [S]: Can I make them up or must I rely on readings? - No - bring out own voice. - Much of a confidence issue here. {FHP:18: Para 97}. She's struggling to get readings - but came in with a pile anyway. ...Asked me to please read her first couple of pages of her draft of ...essay. ...Then asked me to look at her questions for her research {Para 144}.

She also left a draft with me of a proposal study - for her research methods and stats course. Due 10/10. She's very concerned about her discussion, as well as the relevance of some of her readings. She asked me to make comments on her draft for her to collect on Friday (my leave day) and work with - for a reconsultation next term. I feel fine doing this with [S] as I believe she'll understand my comments and will be able to work like this. {FHP:20: Para 356}.

⁴⁵ She came in with lots of pages of writing again, but I didn't read any of it. She had originally made the appointment to talk about an outline for this essay. ...She wanted affirmation that she was on the right track. ...She wanted to know what a discussion involved - and was unsure about what her own views were and how to express them. {FHP:6: Para 53}.

According to [S], needs to make more relevant to SA, to develop argument more logically and to pull assumptions through her discussion. Struggling to structure it together at outline stage. ...Will come tomorrow with a skeleton and hopes to bring a draft on Thursday. {FHP:18: Para 245}.

She brought in a draft of her first chapter, together with a copy of her research proposal, the latter to give me an indication of the proposed layout of the dissertation. {FHP:3: Para 14}.

When [S] returned, with a new draft of her Technical Report, she wanted to discuss an approach to designing the interview questionnaires for her project, that had been suggested by [L], acting as her mentor. The questionnaire was intended to test certain conclusions, on the enabling role of Information Technology in Business Process Reengineering, that she had drawn from her literature survey. {FHP:2: Para 210}.

[S] wanted me to help her come up with ideas of how to formulate questions for a questionnaire that she had been assigned to do. {FHP:5: Para 45}.

She started consulting me towards the end of the 1999 academic year; she had been doing badly in her written assignments but had not known about the Writing Centre until then. She first came for advice on how to approach the topic she had selected for an essay on women's health issues. {FHP:8: Para 12}.

Came to mind-map Research Question - but has been confused by recent discussions and wants to change ideas and mindmap tomorrow rather. {FHP:18: Para 115}.

⁴⁶ Brought a pen-ultimate draft of her whole report - with her questions in the margins - usually asking for my opinion and she also directed me to specific parts. {FHP:21: Para 299}.

She had some questions for me - mainly to do with her results. {FHP:19: Para 477}.

She had many questions around her Psychology essay which she ended up answering herself. I think she mainly asked my opinion to see if it corroborated with hers. {FHP:20: Para 45}. [S] and [S] came in - on the off-chance that I was available - with lots of technical questions - what goes where, etc. How to organise their analysis (Discussion). {Para 72}. [S] and [S] came in a bit more refreshed. They have been working on the weekend. Are concerned about what goes in the Introduction and the Discussion (Conclusion) - which should, apparently be 1 page long. They want to know if they should cover all themes or just those related to race. {Para 223}.

⁴⁷ Again. [S] left a draft of his whole report in my post-box. He asked me to concentrate on the last part (describing and discussing the case study) - as we'd worked quite closely on the first section already. {MHP:1: Para 258}.

on the advice of his mentor, he had included a collection of quotations from the literature survey, as well as some of the tables. He wanted to know where to place these, and I advised him not to include the material between 2 sections of the questionnaire as he had planned, but rather in an Appendix....He had also sent me a partially revised version of his literature survey and asked me just to focus on certain aspects. In particular, he wanted advice on where some condensation might be appropriate, as he needed to make room for further new information, on Internet resources in South Africa. {MHP:4: Para 106}.

⁴⁸ I had thought that [S's] series of consultations with me was over, but I was wrong. Late in the afternoon of 29 August, just as I was leaving the Writing Centre, she came rushing in and begged me to scrutinise her final draft overnight and give her an appointment the next day (which was the Friday before the due date for the thesis, i.e. Monday, 2 September). I was fully booked for the following day (the Chemistry rush was getting into full spate) so at first I said that this would be impossible. However, she explained that she had added just a few paragraphs, at the beginning and end of each chapter, in order to link the various facets of the topic as they came up for discussion, and she assured me that this was all that she wanted me to look at. I therefore agreed to squeeze her in between Chemistry appointments the next day. {FHP:3: Para 162}.

She arrived late, without having dropped off her draft so I read it whilst she waited around. {FHP:6: Para 24}. She brought in a (messy) draft of about 9 pages, hand-written, at 2.00 for a consultation at 2.30. When she arrived for the consultation I was only on page 2 and she seemed cross with me. ...She was really despondent with what I was saying and said that she just wanted it finished, but also that she was aiming for a cum laude because she wanted to do her Masters next year. This was apparently her 6th draft; ...She has made another appointment for tomorrow but I don't know if she'll come. I hope I haven't put her off - she said I was being very harsh. {Para 65}. She didn't drop her draft off earlier and came in 1 1/2 hours later that she'd said she would. I said I couldn't read her draft and consult with her then - although, in fact, I spent almost 1/2 an hour with her. She's going to consult on Thursday - having left her draft with me. ...She said she's concerned about her language. Then she's going to start consulting in connection with her research proposal - over e-mail. She's worried about how to write it - didn't find Leedy helpful. {Para 99}.

⁴⁹ However, well before the due date for the last essay of the year (20 November) she phoned me and asked for advice on that essay and also for my opinion of the previous one, as she had been marked down for 'grammar and style'. On 6 November she left this marked essay, with the lecturer's comments, together with a copy of her first draft of the new essay, at my home. {FHP:2: Para 117}.

⁵⁰ Has a problem writing essays. - Gets readings together then gets stilted - can't translated information into essay. Did ok in first year - got 1sts and 2nds. Fell down horribly in June exams - 65% for exam. Term mark brought her up to 69% but needs an upper 2nd at least to get into honours. Says her problem is in linking and drawing together - ideas and paragraphs. Information collection is ok. Also feels she has a problem with pulling in her own ideas/voice. (Cross she hasn't heard of us before). {FHP:1: Para 9}.

She had been given a low mark and wanted to know where she could improve. {FHP:5: Para 13}.

[S] consulted me after the Economics honours workshop that we gave - over her mini thesis - due 31 August. She has written up her research conducted in the South African Gold mining industry. ...her supervisor, has been through this draft in detail and indicated that she is not happy with it. [sup] points out that it is disjointed, unclear, repetitive, poorly structured, contains badly integrated readings and bad referencing techniques. She gives suggestions on improving structure (says [S] has too many headings). She suggests [S] make more of her own original work (interviews, etc). [S]'s draft is 48 pages. She left it with me for me to read. {FHP:7: Para 13}.

Photocopy - with [L's] comments: 62%, recommended to come to Writing Centre. Writing is letting her down. Needs editorial attention. Needs

attention to clarity, order, presentation, connections. (I can't read the rest). {FHP:18: Para 10}.

⁵¹ Left draft with a covering note saying it was double the length. {FHP:10: Para 175}.

she wanted to find places to shorten the essay {FHP:16: Para 186}.

24 page draft. Wants me to help with 'structure and repetition'. {FHP:18: Para 158}.

⁵²The student whom I tutor in the department came to see me about the essay task. She said she was having problems with concepts and how to deal with some of the essay task issues, in particular section 3 of the essay which asked to apply knowledge of the concept 'studying up' to the South African context. {FHP:20: Para 12}.

She wanted to leave the pamphlet with the report question so that I could read it but I told her that she had to read the pamphlet herself, my part is to explain the topic to her. At the end of the consultation she looked like she understood, she says she will bring in a draft when her report takes shape. {FHP:5: Para 37}. As in previous consultations [S] came to this consultation armed only with the task assignment....She had not attempted any kind of draft or outline, and appeared in fact to have given little thought to the requirements of the task. She seems to expect us to do her thinking for her. {Para 58}.

⁵³ [S] and [S] came in together to ask me to go over a draft they'd written in preparation for their exam. They used a question from an old paper - which seemed a very likely one - from [L's] hints, asking for a reflection or critique of their research proposal. {FHP:20: Para 293}.

⁵⁴ Asked me to work through a paragraph with her integrating reading and own voice - and therefore avoiding merely rewording readings and tacking on references at the end of a paragraph. {FHP:20: Para 514}.

⁵⁵She told Ina on Monday that I was going to correct it for her so she can hand in on Monday! This worries me! {FSP:5: Para 36}.

Left a proposal submitted in August for me to read ...However, I wasn't sure what she wanted me to do with the assignment. ...When she came in, [S] told me that she needed help writing a report. ...She wants me to help frame this mini-thesis. This must encompass the whole write-up - including the proposal already submitted and commented on (65%). She doesn't know how to write a research project - 'Lots of blundering'. She has also promised to give it to someone to type up by Friday, and there are NO extensions. {FSP:9: Para 12}.

Left draft and lots of index cards with notes - I'm not going through those. Long draft - don't give me so much (- I can't cope!) {FSP:10: Para 25}.

Initial discussion - came for support - help before approaching 'promotor'. Hasn't decided on a topic. Wants me to tell her what to do first. - I suggested she decide on a topic so we have something to work with - hands-on! Actually does have some ideas for a dissertation - doesn't want me to see her draft yet. Will write it out neatly, submit and reconsult. {FSP:10: Para 12}.

⁵⁶ She asked me where she might obtain some advice on writing per se, and I suggested that she ask [L] whether she could borrow a copy of the book 'In Writing' by Alex Radloff, which [L] had ordered for the CEM203W writing project. She seemed very keen to do so. We agreed that she should redraft her introduction and literature survey along the lines I had suggested, and then make another appointment to consult me on this new draft. {FSP:8: Para 13}.

Brought in a marked essay ...Wants me to explain to her how she could have made it better - in preparation for the exams. ...She still wants me to read her essay and use that to illustrate the problems outlined by [L]. She'll return tomorrow for this. {FSP:9: Para 80}. She wants to re-attempt all of them in order to try to improve her marks. We agreed to see each other as often as possible this week and to continue a consultancy relationship through the post. She had wanted to start on the first assignment here but I suggested that seeing as she did relatively well in that one and struggled with the second, it may be a better idea for us to work on the second while she is in town and on the first via the post. She saw my point and said that it wouldn't be a problem with [L]. She is going to re-acquaint herself with the readings for this assignment overnight and reconsult tomorrow with a view to planning the writing. {Para 112}.

She said she had left it to give me an idea of her writing - it was not for marks, just an exercise. She is especially concerned because she is Afrikaans speaking. Has studied through UNISA and there they never wrote essays - just paragraphs in Afrikaans. {FSP:15: Para 13}.

[sup] contacted me over [S] who has been accepted conditionally onto the Masters (course work) course. One of the conditions is that she works on improving her writing skills. ...She sees her problems as being specifically with writing - feels she knows her work but is unable to express herself on paper and struggles with organisation of her written work. ...Is very keen to consult with me on a regular basis and wants to start as soon as possible. She'll bring in a book review which [sup] asked her to do, as well as some of her old assignments for me to look at, next Tuesday. We'll meet on Thursday and then set a regular slot. {FSP:24: Para 13}.

⁵⁷ She hoped to come in again the following day to discuss the presentation of her research results so that she could proceed with that chapter after her return from holiday. As I would then be on leave, until 28 January, she planned to spend that time finalising the literature survey, of which I had now seen 2 drafts, and drafting the rest of the thesis, to be discussed with me on my return. {FSP:12: Para 175}.

⁵⁸ She showed little interest in the comments that I made on her draft, and was more interested in getting help with her next project which she merely dumped onto me right there and then. {FSP:16: Para 24}.

She was very keen just to take her 'marked draft' and go. I persuaded her to stay for a discussion on her essay. {FSP:7: Para 27}. However, when the student arrived for her appt, I unfortunately had to reschedule this for 1/2 an hour later, as I had forgotten about the Staff Meeting, which I do not usually attend. The student asked if she could have her draft to 'look at' in the interim 1/2 hour. I complied, but the student did not return. Cathy pointed out to me that this student had done exactly the same thing to her! It is problematic, {FSP:7: Para 52}.

Supervisor saw chapter - advised her to come to the WC for editing!! ...In beginning, supervisor wanted her to bring it here before showing it to him. She told him how we did work, He was surprised. {FSP:23: Para 114}. Didn't pitch - phoned to come in tomorrow with methodology. Ditto. Later collected draft. {Para 135}.

I felt rather desperate at the end of it, especially when she announced that she intended to submit the thesis 'probably next week.' I could see that there was still a great deal of work to be done, by both [sup] and myself, separately and jointly, before this dissertation would be anywhere near a state suitable for submission to the examiners. {FSP:11: Para 266}.

⁵⁹ (Had a checklist - from Cresswell - which misled because misinterpreted.) We have another appointment - to go through Radloff file together. (I'll photocopy for her) Do I think the study is feasible?? {FSP:5: Para 247}. Walk-in. Came to explain her long absence. ...He suggested she convert to a PhD! And said she and I must work on a proposal! {Para 520}.

We drew up a plan of action for the next while: Unpack topic, Brainstorm, Mindmap, Drafts, redrafts and discussion, Final write-up {FSP:9: Para 131}.

Plan of Action: I will read her marked essay - for discussion next time and she will draw up a mind-map of her following essay - also for discussion tomorrow. {FSP:19: Para 19}.

⁶⁰When she consulted me she was very anxious about the prospect of writing her thesis. Her immediate worry was that she had a plethora of data and had no idea how to present it in the thesis. {FSP:4: Para 23}.

Now she was required to draw up a list of her research hypotheses, prior to constructing the questionnaire to be used in her interviews with women factory workers in Ashton. She brought this list to me for approval. {FSP:12: Para 113}.

She wanted to discuss her whole outline with me - using the list of requirements and headings handed out by her lecturer. {FSP:14: Para 54}.

She had not yet started her research, so I gathered that these were just preliminary consultations. She will probably come to the Writing Centre more frequently when she is actually writing her thesis. {FSP:17: Para 33}.

Brought in a draft of the Comprehension, cohesion and coherence paper and the design of some lesson sheets. {FSP:21: Para 182}.

She brought an outline of what she planned to include in the written assignment, and wanted my advice on both content and organisation.

{FSP:22: Para 13}. came with rough draft - merely wanted to know if tone was appropriate, were concepts conveyed effectively? {Para 60}.

⁶¹ She returned the same week to discuss her research proposal for the dissertation component of her [Masters degree]. {FSP:7: Para 88}, [S] returned to the Writing Centre early in 1998, for her first consultation on her thesis, which she was just commencing. ...[S] returned with a revised draft of this chapter after an interval of 2 months {Para 115}. She returned a month later with a first draft of a chapter {Para 142}, [S] next consulted me on a draft of a paper she and her supervisor were writing for a journal {Para 154}.

She planned to bring me the draft of the next chapter as soon as possible; she would make 2 copies of this so that [sup] could comment on the scientific content while I focused mainly on language and organisation. {FSP:8: Para 53}. She obviously considered time to be of the essence, as she hoped to submit her thesis by the middle of August, the deadline for December graduation. I felt that she was rushing it too much and hoped that wiser counsels would prevail. {Para 188}.

She is going to continue her brainstorming tonight, mulling things over and thinking up questions she would like to have answered in her essay. She is also going to look at some actual tests and think about them. To reconsult tomorrow. {FSP:9: Para 125}.

She phoned that evening to tell me that she had now reached a stage when she would like me to look at a second draft of the thesis. {FSP:12: Para 248}.

She planned to rewrite her concluding chapter, on the basis of the points we had discussed, and then to rewrite the introduction overnight and consult me again the next day. {FSP:12: Para 329}. At intervals during the week beginning 14 April she left drafts of the various rewritten sections of her literature review, {Para 471}. She planned to present me with the whole of the revised thesis to scrutinise on my return. {Para 529}. I suggested that she consult me regularly as the writing progressed, but she did not do so, possibly because she was working at home on a laptop and not coming up to the campus on a regular basis. Thus what I most feared came to pass; after 2 months she suddenly appeared in the Writing Centre with a very lengthy draft of some 60 pages. This was on Friday 26 November; she was obviously expecting me to read it over the weekend but I was not able to do this, and was working with several other postgraduate students at the time, so I booked her consultation for Tuesday 30 November. In the event I was able to get through only 12 pages before this consultation, as I found the reading very heavy going and I had to write numerous comments and suggestions for changes. {Para 947}.

⁶² [S] left a draft with a covering note stating that the essay was on 'Resistance in a therapeutic Relationship' and a list of issues: 'grammar, style, (critically)? Don't understand, More you in assignment? Don't understand exactly how to go about writing an essay, reference - esp. APA style'. {FSP:1: Para 10}.

12 page draft left with notes querying citing of secondary sources, conclusion and argument. {FSP:15: Para 70}. Draft left ...With covering note: 'Cathy, I still have questions about referencing. The ***s are to remind me to ask tomorrow! Don't go further that page 9. I forgot to bring the questions for this assignment along, I'll try'. {Para 95}.

She booked an appointment for 2 November to discuss this section, as she felt that my comments on it would inform her presentation of the rest of the research results as they became available. {FSP:6: Para 45}.

For this consultation she brought me an outline of her plan for the thesis, as she wanted to discuss the general organisation of the material. She also showed me a first draft of the 'introduction', {FSP:8: Para 13}.

She asked me further questions about the literature review and methodology sections - which she's written out. {FSP:9: Para 49}. When she dropped off her draft she said she was afraid that she may have deviated or lost her argument and wanted me to look out for this. {Para 175}.

[S] was most concerned with the linguistic aspect of the draft {FSP:10: Para 60}.

Concerned about style of writing and referencing. {FSP:15: Para 36}.

⁶³ She had drawn up a questionnaire to be used as one of her research instruments (with interviews and participant observation) and it was on this that she wanted advice. {FSP:5: Para 277}.

⁶⁴ Despite my injunction to consult me regularly as her thesis progressed, [S] ultimately returned to the Writing Centre only on 19 January, with a draft that comprised most of her thesis (75 pages). {FSP:4: Para 35}.

...she returned to the Writing Centre to consult me on her thesis draft. For her first consultation on it she submitted rather a sizeable chunk, comprising 4 chapters: the introduction and methodology chapters, one in which various studies of the complexes were presented and discussed, and a very sketchy attempt at a general discussion of the results {FSP:8: Para 169}.

She returned a month later ...with a draft of the entire thesis, which she was now anxious to submit before going home for Christmas. I made such slow progress because I found that this was far from being a last-minute editing job, as I had expected. {FSP:17: Para 58}.

She eventually reappeared in the Writing Centre only towards the end of September, bringing with her a much revised version of Chapter 3 for my attention. This chapter was now over 60 pages long. {FSP:8: Para 207}.

⁶⁵ [S] duly brought me the latest draft of her thesis, now swollen to over 100 pages, at 4.30pm on Friday, and I rashly accepted it as weekend reading and gave her an appointment for 11am on the Monday. I believed (as she obviously did) that this was virtually a final draft and all I'd have to do would be to look through it and check language etc. before she gave it to [sup]. {FSP:11: Para 327}.

She brought a draft to her consultation - which was too much for me to read there and then. I asked her to summarise what she had written for me. {FSP:19: Para 73}. I think this is a very problematic draft. I wrote comments in detail on her draft till about half way through. I feel she is coming in late and expecting me to fix everything up for her. She must now do some work - in fact, she seemed upset when I told her that she needed to work through the rest herself. {Para 102}. [S] is a part-time student and runs a demanding life. There is not much time to sit down and work together which I'd like to do - I don't want to be an editor - she must do some of the work. She is capable. She needs to pick out for herself what is relevant to the topic - I can't sift through it all for her - it took me 1 hour to go through 7 pages! I decided to point out difficulties in a couple of sections and leave her to do others. {Para 160}.

Draft is too much for one go. What help does she want?? {FSP:23: Para 15}.

She also asked me to go over her other assignment quickly {FSP:9: Para 181}.

I was far too optimistic in believing that [S] would be content just with advice on the presentation of her research results until she returned from Christmas leave at home in Mapumalanga. The next day I arrived to find a 63-page draft of the whole of her research chapter awaiting me in the post-box. {FSP:12: Para 190}. She was intending to work on the conclusions overnight, and hoped to bring me the new draft the next day. For the meantime, she gave me a copy of the whole of the first draft, with the supervisor's comments, so that I could give her my opinion as to how thoroughly she was addressing these comments in her amendments {Para 293}. I had read the entire first draft of the thesis, with the supervisor's comments and [S's] proposed amendments, overnight and during the morning prior to the consultation she brought in her new draft of the concluding chapter for my attention. Thus, there was a great deal to get through, and this consultation proved to be something of a marathon. {Para 305}.

I feel quite concerned about how [S] wants to use me. This feels like a last minute thing. She has sent her friend with a 26 page draft and seemed to intend just to pick it up with my corrections. I told her (over the phone) that I felt we needed to discuss her drafts and explained once again how I liked to work with students. She agreed to come in at 8.30 before work today - actually came in very early for it. {FSP:19: Para 143}.

⁶⁶ She brought with her a lengthy reading on this aspect of industrial relations and it was obvious that she had not understood parts of it, especially the sections relating to the functions of industrial councils as compared with the roles played by workers' forums. {FSP:2: Para 101}.

⁶⁷ [S] brought in a draft for the essay ...I said I would need time to read it before discussing it with her. She has left it with me and made 2 appointments for next week. After that she wants me to help her with her exam writing. {FSP:9: Para 205}.

⁶⁸ [S] came as a walk-in late on a Friday afternoon, to show me an application she was submitting for a scholarship to do postgraduate work in New Zealand. She was required to write a short statement outlining her field of interest; she had drafted this and asked me to check it for language, which I did. {FSP:12: Para 823}. She needed a testimonial from an academic who was familiar with her work, and she asked me to write one. {Para 829}.

⁶⁹ [S] returned to the Writing Centre 3 years later, by which time she had graduated and had been working towards her Master's degree for 2 years. She was now starting to write her thesis, although her experimental work was not yet complete. During her first consultation on the thesis, she just explained her topic to me and outlined the approach she had adopted and how she intended to organise the thesis. She left me a sizeable chunk, comprising the introduction, literature survey and methodology chapters, to read before her next consultation, which was booked for 21 October. {FSP:6: Para 24}.

⁷⁰ [sup] sent her ...with covering note - complaining of 'redundancy and tautology' in her writing. Content is ok. {FSP:5: Para 10}.

Submitting draft to supervisor. Wants to finish before Christmas. Concerned about her grammar - I said we should work on this in one of her final drafts - get the structure, etc sorted out first. {FSP:11: Para 152}.

She brought in an 18 page seminar which she had presented to the rest of her Honours colleagues. ...Unfortunately, she failed the paper (45%). However, her lecturer mentioned that a remark will be considered only if [S] consulted the Writing Centre with this paper. She had failed this assignment primarily as a result of the extent to which she plagiarised; her lecturer remarked: 'Incorrect referencing and lack of referencing is serious at this level. You have long sections unreferenced and not in your own words which amounts to plagiarism.' ...I almost think she expected me to edit the essay by picking out and fixing her 'plagiarised' errors during the session. {FSP:16: Para 13}.

⁷⁰ ...his supervisor, phoned because she felt he really needed help with his language - she said everything else is fine. I said I'd see what I could do - warning her that we don't edit. {MSP:6: Para 12}

His supervisor had advised him on the content of the paper, which was to be submitted to a botanical journal, but had told him to consult the Writing Centre about his linguistic problems. {MSP:13: Para 13}.

[sup] was to be away on sabbatical during the first semester of 1998 and wanted to arrange some assistance for the student in his absence. It was decided that I should act as his writing consultant, with additional input from 2 members of [sup's] research group (RICSA). The student would be allowed to register provisionally for Master's on this basis, and if his writing performance proved satisfactory this registration would be ratified on [sup's] return. He would then be allowed to start his coursework. {MSP:7: Para 11}.

At the stage when he first came to the Writing Centre he had achieved a certain fluency in English, both in verbal and in written communication, but he needed advice on academic writing, especially the organisation of a long essay. {MSP:9: Para 12}.

He said he's never had to write like this before. He feels desperate for help and asked me to tell him how to write an essay. {MSP:17: Para 129}.

He then asked me to 'teach him to paraphrase', as he had never done this before. I was amazed that he had reached the final year of a 5-year degree without learning to paraphrase, and even more so when he openly admitted having plagiarised in all his written work in the past. ...At the end of the consultation he expressed his intention of consulting me regularly (weekly, he thought) as his research proposal developed. I told him that I would agree to this, but he did not make a further appointment as he left and I could not help remembering that his plan to consult me regularly on his essays in 1994 had lasted for 2 weeks {Para 174}.

This Master's student in Religious Studies consulted me on a summary of his research proposal that was required to support his application for a CSD grant. He was Afrikaans-speaking and said that he found grammar and syntax a problem when writing in English. For this reason he asked me to concentrate on the linguistic aspect of his draft proposal. While there were errors in this respect, I was more concerned with the fact that some points were made rather sketchily and I felt that some further elaboration was definitely necessary. {MSP:2: Para 13}.

At the student's request I helped him to correct errors in grammar and syntax in the report, especially where these obscured the meaning of a sentence. {MSP:15: Para 35}.

[S] spoke with me last week in connection with his Religious Studies Masters which he is due to submit within the next few weeks. ...His supervisor has given extensive feed-back, but [S] felt that he would like for someone to have a look at it, and to give any feed-back, especially as to conceptual inconsistencies, and language usage that his supervisor may have overlooked. {MSP:10: Para 13}.

This second-year Architecture student came to the Writing Centre after seeing our pamphlet. He was aware that he had problems in communicating in English, both orally and in writing, and was anxious to overcome this handicap. {MSP:17: Para 12}. [S] reappeared in the Writing Centre towards the end of his third year, while doing the course on documentation for architectural practice. He had drawn up a proposal for his projected design of a community centre for Langa (to be undertaken next year), and he wanted advice on the language in particular. ...He was very interested in improving his skills in English communication and asked me for sources of information. I suggested certain books and told him about the courses available at the City Language Centre. He intends to follow up this information, and also to consult the Writing Centre again next year. {Para 37}. He wants to prepare for his Masters next year - on architecture in townships. Wants to know about essay writing and wants to relate to his own experiences in his writing. Is concerned about his English communication abilities. {Para 96}.

⁷¹ walked in today with the report already one day late. She asked me to go through it with her to see that it conformed to the report format. {FSP:1: Para 205}.

This was a last-minute 'walk in' consultation; the student asked for advice on her draft of the literature review {FSP:11: Para 12}. Yet again - promised draft and brought in at last minute. I sent her away yesterday as she was so late with it. {Para 134}.

⁷² For his next consultation he brought the introduction to the thesis, as I had suggested, but also two very long chapters, which amounted to over 80 pages. ...I made an appointment to discuss the first of the long chapters the following day. {MSP:2: Para 37}. Too much - wants them sorted out and fixed -???learning??? He was still working on the conclusion to the thesis, but hoped to bring it in for a consultation the next morning; he was required to submit the draft of the entire thesis to [sup] by that afternoon. In the event he did not succeed in finishing the conclusion (he seemed to have some sort of mental block about it). He came in very apologetically the next morning to explain and said that he hoped [sup] might have some ideas on the conclusion. He said that he would bring me the entire thesis to read after [sup's] return. {Para 59}

He was obviously very upset about having so much rewriting to do just before the due date (after the consultation he had just 1 day in hand). I suspect that he had envisaged my doing just an editing job on this draft. However, he admitted that the research section of the previous version of the report had been heavily criticised, and on reflection was grateful for my input. He promised to let me know how he fared with the report. {MSP:3: Para 65}.

He did not accept this advice very enthusiastically - I had the distinct impression that he had just wanted an editing job done and was surprised that I had pronounced on the content of the thesis. I therefore made it clear that we were not an editing service. I wondered whether this would deter him, but he left the next chapter and booked another appointment for 16 September. {MSP:5: Para 13}.

I was thus rather shocked when, during the first week in September, a very long draft (ca. 50 pages) appeared in the Writing Centre for my attention. It transpired that this was a detailed, in-depth report on his B.Th. research project of 1997, which should have been written earlier. The sponsors of this research were now clamouring for it and he wanted the 'corrected' draft back immediately. {MSP:7: Para 183}.

This is the last time I will be doing this within the context of the Writing Centre. Postgraduate students seem to think that they can bring their work shortly before submission, and that we will tidy it up for them. {MSP:10: Para 59}.

⁷³ He planned to write his thesis in 1998, and asked me whether he could consult me as it developed. I agreed to act as his consultant, but stressed the necessity for bringing me each chapter as it was drafted, rather than the whole thesis all at once. {MSP:11: Para 14}.

[S] started writing his thesis. I asked him to bring it to me chapter by chapter, so that I could give him feedback as the writing progressed. Thus, this first consultation of 1998 was on the first chapter, the introduction to his thesis. {MSP:9: Para 98}. There was some delay before [S] was able to give me the draft of his entire thesis to read, as it took longer than expected to integrate my suggestions and some (rather late) input from his supervisor into the text and to make all the corrections necessary. Thus it was only on 27 July that he reappeared with the thesis draft and, owing to other commitments (his and mine) a further 3 days elapsed before the final consultation could take place. To go through the draft took me many hours of reading, as this was no superficial final check for grammar and spelling, It was essential to cast a really critical eye over it for 2 reasons. Firstly, I had to ensure that he had eliminated the plagiarism that had given me so much concern in earlier drafts. Happily, this was the case, but as a result of the rewriting there were more linguistic errors to be rectified than is usual in a final draft. {Para 172}.

To enable me to familiarise myself with his topic and perhaps identify the main writing problems, it was decided that [S] would bring me a copy of his B.Th. paper, which I would treat as a draft, although it had already been assessed. He would then come for a consultation to discuss what I had found in the paper. Another meeting of the whole group would then be scheduled to plan an approach for our collaboration in the first semester of 1998. This should be a very interesting collaboration. {MSP:7: Para 23}. [S] duly brought me the 3 chapters concerned and I read them in conjunction with one another to check for logical flow. {Para 415}. This seemed to tie it all up quite well. He was hoping to submit the thesis to the examiners shortly, in the hope of graduating in December. It did seem to be progressing quite well towards finality but I felt it would be best if I read the entire thesis at a sitting before he finalised it. This was mainly to check for coherence and flow between the chapters, e.g. I was concerned in case, having moved the section on those black men who had served as leaders in the Church to the end of Chapter 2 as described in this report, he would forget to omit this section in Chapter 3 in the final draft. He was only too eager to let me read the entire thesis from this point of view, and said that he would bring it in as soon as the corrections to the amended Chapter2 had been made. {Para 464}. He wanted to know if it met the stated criteria, which he left with me for my information. When I scrutinised the document it did seem to comply with all the requirements, except insofar as there was no suggestion made on how his research might inform future work in the area {Para 518}. He was now hoping to be allowed to register for the Ph.D. degree, and he wanted my advice on his initial research proposal, which was an abridged version for potential sponsors. {Para 567}.

He planned to discuss this chapter further with his supervisor that afternoon (hence the rush to get me to read the draft) and then to revise the first 2 chapters in the light of his comments and mine. He hoped to bring me new drafts of these chapters, together with the first draft of the third, a chapter on the morphology of orchid seeds, the following week. {MSP:13: Para 42}. He planned to show the chapter to his supervisor after revision, before returning to me with the new draft. {Para 80}. At the end of this consultation he spoke of bringing me the entire thesis to read through to check for flow, repetition etc. While I realised that this would be necessary I asked him to delay it until the start of the second semester as I was badly in need of a break during the vacation. He said that he would do so. {Para 117}.

As he had some difficulty in communicating in English, which is only his third language as he is from Namibia, where Afrikaans ranks second to the African home language, the lecturer supervising him had recommended his consulting the Writing Centre about his thesis. For this first consultation he came for advice on his outline for the thesis, which I read in advance. He wanted my comments on the content and organisation, and suggestions for further points to include. {MSP:14: Para 13}. We agreed that he'd come back when there was more of a structure for us to work within. {Para 144}.

⁷⁴ He returned the next day to collect this chapter and give me the next one. I asked him to bring all the rest when he came for his next consultation. I was finding this job so boring that I just wanted to get it over as soon as possible! {MSP:5: Para 47}.

⁷⁵ He was obviously very intelligent and interested in his subject, and the chapter that he left for me to read in advance of the consultation was well written, with only occasional minor errors in syntax. I wondered why he had consulted the Writing Centre; possibly he just wanted affirmation, or an independent opinion over and above that of his supervisor. {MSP:8: Para 12}.

Phoned me and begged to come around to my house again for a last bit over which he was panicking; his appendices - mainly his interview schedule. This was a mess - one, I feel, should have been worked at with his supervisor long ago. {MSP:6: Para 280}.

As I (gloomily) predicted, he did not come for any consultations during the writing of his research proposal. Eventually, over a month later, he suddenly reappeared with the entire document and demanded that I drop everything and read it immediately. As I was heavily booked at the time, I told him that this was impossible. He then became angry, and I suggested that he consult one of my colleagues. {MSP:17: Para 174}.

⁷⁶ He was pleased with the way in which the essay had developed from his 2 consultations and said that he would return for further consultations, on the second essay this semester and the technical report to be written during the first semester of next year. {MSP:3: Para 26}.

⁷⁷ The student is having great difficulty in understanding the very complex philosophy expressed in this chapter, especially as his first language is not English. When he came to the Writing Centre he was distressed about [sup's] approach to the thesis, which he felt was not entirely relevant to the main topic of pastoral care. He had, however, followed instructions and drafted the introductory chapter as suggested. {MSP:15: Para 12}. We made an appointment to discuss his thesis chapter on 23 March, by which time I should have familiarised myself with the abstruse philosophical concepts of [sup], or at least as far as they impact on the thesis. {Para 36}. [S] came to see me, a few days before the consultation, with a photocopy of another chapter of [sup's] book that he was required to read and summarise for his thesis. {Para 133}.

⁷⁸ She said the consultation was helpful - has made times for every day this week. {FFP:4: Para 62}. She may e-mail texts from home. {FFP:4: Para 201}.

She has, in any case, already taken her draft for typing so I don't know what she would have done with my comments anyway. {FFP:5: Para 12}. Appointment on Tuesday - due Wednesday. {Para 40}. Due tomorrow - asked for an extension. Appointment on Thursday. {Para 59}. [S] arrived 25 minutes late and I had already engaged in another meeting. {Para 217}.

⁷⁹ At the end of this consultation she told me that she had now reached the end of the coursework for her Master's degree and the next stage would be the dissertation. She asked me if she might consult me on that too, and I agreed, but explained carefully the policy of the Writing Centre in this respect, i.e. that we were not to be regarded as an editing service to be invoked just before submission of the dissertation. She assured me that she would be 'very happy' to work with me during the development of the thesis. I stressed the importance of treating writing as a process involving various steps and stages, and gave her a copy of the Radloff '5x3' model to illustrate the point. She seemed very interested in this. Thus, it appears that I shall be seeing her frequently in the New Year. {FFP:2: Para 51}.

⁸⁰ [S] came to see me previously in connection with her own writing. This time we had a meeting with three final year Power Systems Engineering students she is supervising. She came to me for help, because as a second language speaker supervising second language speakers, she is worried about the quality of expression, and other language problems. Further, as this is the first time that she is supervising, she hopes that I will be able to offer some assistance with the theses of her students in terms of organisational issues and anything else that may come to light. Today's meeting was arranged so that I could meet the students and that we could discuss a time- table for submission of drafts and consultation. The consultations would happen with [S] and I present. This was also an opportunity for students to ask questions about the relationship and to voice any specific demands. We meet next week for the first set of consultations. {FFP:1: Para 25}.

⁸¹ {FFP:2}.

⁸² {FFP:5}.

⁸³ She asked me if it was ok to have a question as a title. Also, about the use of diagrams in her essay - where could they go? (She is a scientist and diagrams work for her) {FFP:5: Para 37}.

She said her difficulties are organising for order and flow and making logical arguments. She doesn't really make use of subheadings. She also has trouble analysing data - is seeing [L] about this next week. She can't stop reading and finds the Literature review especially difficult. She is going home on 30th August - which doesn't leave much time. She left a draft with me and is seeing me on Monday. {FFP:4: Para 10}.

⁸⁴ Dropped off a thick draft of interviews - just before our appointment - wanting to know what to do with them. Wants to hand in to supervisor later today!!! I explained that I could not read this now and that the first available appointment I have is on 10/4. She took it - leaving the thick draft! {FFP:5: Para 202}. Her note on thick lot of interview transcripts: 'Can you please advise me on how I can report/discuss these interviews'. {Para 213}.

⁸⁵ One of the lecturers advised him to consult the Writing Centre while he was writing the four essays required during the second semester. His first visit was on 21/9/94, when he came in to inquire about the assistance we could offer. He brought a draft of an essay on the application of econometrics in modelling the South African economy and asked me to read through it and point out his language errors. {MFP:4: Para 13}. He came for advice on elements of thesis writing; his supervisor is guiding him on content, but he wishes to consult me on organisation and language issues. {Para 73}.

Thesis is due early next month and there are lots of problems. ho hum. According to [sup], the main difficulties are how to develop and present an idea and link and flow. {MFP:3: Para 10}.

ENDNOTES FOR SECTION 7.3: RESPONSIBILITY

⁸⁶ **MHU:1.** This S was forever not pitching or coming in late. At his first visit, S needs help condensing for length in his essay. *He had a lot of points but had problems in condensing them into the required 100 words.* {Para 16}. He did not seem to have managed much more by his second consultation, and almost seems to be handing over responsibility - he is obviously aware of certain needs in his writing, but neglects to attend to them. *I did not have time to read his draft beforehand ... but it looked like a set of points stuck together. ...[S] said he needed help with style - had simply put points down. Said he does not do comparisons well. ...Also asked about referencing. Has found a whole lot of articles in the City library files - not taken down any of the references. ...He asked if he could try a rewrite and come back tomorrow.* {Para 28}. He did not manage to rewrite his draft. Later he came in for another appointment, where C reports: *Has lost his disc. Discussed outline of his plan. Wanted my opinion. Asked about conclusion. Coming in later today.* {Para 56}. It seemed that S expected C to do a fair amount of his work for him. Although he seems to have some inclination to seek help, he does not bring much in the way of his own efforts, to work with. C attempts to set goals, for example, by asking him to bring in a draft {Para 80}, - but after this, when he eventually managed to make the appointment, S simply left the same draft as before - he had not reached the goal; his expectations did not balance his efforts - which made it difficult for C to help him. *Left me with draft - but same as I dealt with yesterday - not sure what is expected.* {Para 91}.

⁸⁷ **FHU:8:** Note C's strategy - playing devils advocate - challenging S with questions, *She said she had done this because of length constraints, so I suggested that those points which she could not flesh out get thrown out. As I went through the essay with her, I played Devils advocate with her - to give her an idea as to how she could flesh out.* {Para 13}. and addressing S's queries. Early on, C points out that S needs to OWN her ideas, but S does work (well) on her own. *She has summarised the interview well. Her discussion contains a nice integration of the theory of her readings and her own case study.* {Para 23}. She leads the consultation discussions and gains confidence in her ideas through them,⁸⁷ and produces an excellent penultimate draft. *Her draft of the report on diamond film technology required as the first writing assignment for CEM203W was one of the best I saw. She had demonstrated complete understanding of the concepts involved, and the report was organised logically, so that all the information flowed well. I thought that it would be enhanced by the inclusion of a little more detail in parts, especially with respect to the uses of diamond films* {Para 51}. S is highly capable; C gets involved giving extra suggestions. And similarly, in her next consultation, the discussion sets S off. *Her draft showed a good understanding of all the chemical concepts involved (reactions and mechanisms were clearly drawn out and described). ...She then felt able to rewrite that part of the report and draw a meaningful conclusion* {Para 63}. C becomes a practice reader for S. *[S] returned in her third year, to consult me on a major essay, one of the projects required for Mathematics ...In general, the writing was of the high standard that I had come to expect from her - well organised and showing a good command of English. The only criticisms I had were minor:* {Para 75}.

FHU:6: She came in for panic relief - S is blind with panic/anxiety - like she needs to know someone will care for her. *I'm not sure if this is simply panic or some kind of neurological break - as she had said she would see an expert in this field, I dealt with the problem as one of panic and spoke about a technique for her to use in her exam writing - going systematically through understanding of terms, topic analysis, planning the written answer (brainstorm, outline, mindmap), reading over. I also spoke about the elements of an essay, time management, practising this technique and external factors such as an adequate diet, exercise, sleep and vitamin supplements.* {Para 29}. S's responsibility feels out of the question here. *She phoned me in the evening (after having tearfully begged Mervyn for my number) to ask me more about her techniques.* {ibid.}. A consultation followed shortly after, where C spent a large amount of time with S or making contacts for her. *I spent almost 2 hours all in all with her on the phone today as well as phoning around the campus for her. She first phoned me to ask about study techniques.* {Para 49}. Still lost but starting to focus on writing in her next consultation. *She said that she felt totally lost and was not sure if her strategy was a good enough one. I suggested drawing up topic sentences per paragraph in her readings and then mind mapping. She was more concerned about her lecture notes and said that she had used mind mapping techniques but is not sure if anything is sinking in. She says she grasps the theories and follows her mind maps. - I think it's more of a confidence thing than problematic study techniques.* {ibid.}. These beginning consultations did involve a fair amount of stress management and counselling, with C articulating options for S, who needs to weigh them up. *She said 'I just feel like giving up'. We discussed the options of leaving UCT for now and writing supplementary exams. These choices are all hers - she has to decide on the limits of her stress and her feelings of failure. She mentioned that she is probably going to go home (to Jo'burg) on Wednesday - I encouraged this idea as I believe that because she is close to her family and apparently does not really have a support structure here, it may ease her anxiety whilst preparing for her exams.* {ibid.}. S wants someone to act for her. *She asked about deferment and its implications - I said I thought it depended on the department. I suggested she speak to the psychologist at student health. She asked if I'd speak to [L] about it. He was not there when I tried and I gave her his number saying that I would be prepared to speak to him if he found it necessary. (I'm not sure of my role limits here - but I think she's in a desperate state at the moment). Actually, [L] returned my call later* {ibid.}. C took on a lot of extra responsibility. S was at times emotional and defensive when C did try to work on her writing. *When I began going through one of them and suggested a restructure of a sentence (for purposes of clarity - and which the marker had put a question mark over), she got rather upset with me and told me that I was imposing my style on her. She was not happy with my stated reasons for this and so I reviewed my approach and we managed to overcome the stickiness.* {Para 83}. C had to review her strategy a couple of times as a result, and then S began to look at her writing in perspective, feeling better in the process. *As we discussed further, she came to the conclusion that the issue was one of register/audience - she expected the marker to know what she was talking about and so did not bother too much with the detail. This insight certainly made her feel happier.* {ibid.}. It is hard work for C. *[S] is fairly intense and demanding in that she seems to have an endless list of issues she wants to sort through and after an hour I had to cut her short.* {Para 91}. Then S begins to find her feet, and our meeting dealt mainly with my impressions from this draft. However, in the meantime she had redrafted it somewhat - having got two other people to go over it with her. *Many of our points overlapped - but she wanted me to help her with the wording of her redrafted answers.* {Para 109} - still wanting attention - yet this is more focussed on her writing. And C works with S - trying to give responsibility to S. *We worked quite a lot on these details and links. I asked her probing questions to try to get her to think further - on how/why her interests, activities and aspirations directed her towards this course*

specifically. {ibid.}. Her last visit records that she has taken initiative, although still some reliance on C. *She brought in a redraft of her application - following on from suggestions made by myself and two other people (friends) that she consulted over it. ... I suggested some rewording - attempting to reword together, but finding that she tended to rely on my ideas, rather.* {Para 124}.

FHU:17: An able S, low confidence, - knows academic genres (discovered later, she is from an academic family). *When I asked [S] about the relevance of her question 'Who is this Faustus character?', she admitted that she's padded. Said she's worried about filling 4 pages* {Para 18}. She seems almost afraid to get involved. *[S's] essay is still flat - lots of repeating in different words. ... Be more bold - try to answer question. Still uses too many questions in her text - it seems a bit lazy* {Para 31}. Comes to the Writing Centre for help in unpacking the task - almost just checking, not taking long - really having her notions confirmed. *She wanted me to unpack this task, ... After this brief consultation she seemed quite confident about proceeding with a draft;* {Para 43}. She is able and produces well-written poetry analyses. *When she brought her draft of the essay on Renaissance poetry I was quite impressed by her analysis of the sonnets and her comparison of them.* {Para 53}. Her pattern is that of coming in to establish the requirements of her assignments through a short consultation, and then doing it. Note C's strategy: *Because of the ability [S] had already demonstrated in her English essays, I suspected that she in fact understood the topic but, because of her diffidence, had asked for this consultation in order to get some affirmation for her ideas. I decided therefore to try to make her do the talking and, on the pretext of having forgotten much of the plot of this novel because 'I read it so long ago', I asked her what had happened prior to this incident in the novel.* {Para 112} - which worked - *It was evident from [S's] answers that she did indeed understand the novel and in particular the significance of the passage to be analysed. When she saw that I was quite satisfied with her answers she seemed to gain confidence and told me that she now felt able to proceed with the essay. This consultation confirmed my belief that she is more in need of affirmation than of real guidance in her writing.* {ibid.}, and S gains confidence through a few more consultations, and C confidence in her. *When [S] returned for her second consultation on the essay on Japanese traditional theatre I was pleased to see that her new draft was a vast improvement on the first with respect to coherence and elaboration of points. There was still no introduction but she assured me that she was working on this and understood how to write this section of an essay.* {Para 135}; *The assignment was due the next day, and therefore there was no time for another consultation. However, she seemed quite confident about proceeding with the essay on her own. In the light of my theory that she only needed affirmation from the Writing Centre I was less worried than I might have been about any other student under the same circumstances!* {ibid.}.

FHU:23: Here, C is a discussant from the first. *By talking through the topic with me, she realised that she wanted to focus on a specific application of the general field she had been asked to investigate. As it did fall within the broad topic, I recommended she check her decision with her lecturer. Before coming to the writing centre, she had already structured a skeleton for the essay, but this was merely composed of questions given by the lecturer as a guide.* {Para 12}. C and S work as a team throughout - basically C is a sounding board - affirms S's feelings - even into other areas - as when S was upset with her mark and unsatisfactory feedback on an assignment, where C advised on action to take, S followed and became empowered as a result. *I advised her to speak to her lecturer about the essay, which she subsequently did. She asked why he had not engaged with her ideas at all, he apologised (had no real explanation) engaged in a fairly satisfactory discussion with her, and admitted that the evaluation of her essay as only having 'reasonable effort' had probably been unfair. She seemed very empowered by this consultation, and was also very excited about continuing her studies at honours level -- as she had had a real academic intellectual interchange and was sold on the intellectual stimulation. Told me she was looking forward to her next writing task* {Para 50}. She continues to come in for affirmation on her ideas, *She came in with an outline for 15-18 page essay - due on Monday and really wanted confirmation that she was headed in the right direction and was incorporating all the topic requirements.* {Para 65}. C points out gaps and raises concerns about the quality of S's readings. *I had a slight concern over the non-inclusion of issues relevant to South Africa, she said she'll work on it. She had a few queries on referencing within a glossary and on what to include in her bibliography (interviews? conversations? other students' essays?). I was slightly concerned about the readings she'd consulted - she'd done over 30; the assignment asked for about 8 - and their quality - she'd used quite a few that would not be considered 'quality refereed', which is one of the stated requirements* {ibid.}. But S is independent and creative, with C giving extra ideas for her to consider, *She was not keen to follow the given guidelines and I thought it was ok as she had creative and fresh ideas. I gave a bit of extra thought to her outline - but it was actually fine.* {Para 75}. and this is her pattern of usage. *She showed me an interesting flow chart she had created from all her readings - and was thinking of adding in. I encouraged her to do this as her lecturers obviously appreciate her creative initiative.* {Para 89}. Although it begins to get beyond C's scope of ability: *By now, I'm editing more than anything else - due partly to the quality of her work and partly to the limits of my knowledge in her field.* {Para 101}. C is a second reader - gives responses on reading of draft, S takes this further... They discuss how to tackle an obvious gap, *We then looked at how she could make her topic relevant to South Africa - an issue which had been worrying her - and I suggested she consider how this sort of personality type-career casting could be of benefit to the RDP. She also has to think up one question for each of four groups to research.* {Para 125} - C and S are more like colleagues here. Again S comes for opinion and feedback, *She brought in her new draft, entitled 'Managing IS personnel... Seizing the responsibilities' and warned me that there was still no conclusion and asked me to check her referencing because the department is very fussy.* {Para 151} and S even instructs C on what feedback she'd like. *[S] left a thick draft as part of her research report (a group project) with me to read, with the request: 'Look at the Methodology section and Analysis of some of the results for the factors affecting the demand of IT practitioners'.* {Para 162}. Until C feels it's now beyond her.

FHU:14: *The main issues the student raised at this consultation was that she gets panicked about her essays and gets writer's block and then spends too much time writing drafts - for example she had spent 5 days working on her last essay.* {Para 13}. S took responsibility to get to tutor at least - but thrown by different conceptual understanding. C's suggestions are putting responsibility to S but with some pointers being provided by her: *I suggested that she reread the readings (very short articles) in light of our discussions and try to group them in terms of the representative viewpoint they promote. I further suggested that the student use an essay outline to help her structure her thoughts and discussion. Also suggested medical anthropology might yield some useful references as students were required to find additional references. The student made an appointment to return with her outline.* {ibid.}. S tried and tried: *Student came back to discuss her essay plan. She had reread the articles but was still having a problem trying to understand and contextualize the first statement they had been given for the essay.* {Para 26} and almost delays learning: *I suggested that she read them first and not take notes until afterwards to try and get her away from 're-writing' the whole article and her self-confessed dependency on note-taking.* {ibid.}. S followed up on C's suggestions, and got on. *Student popped in informally to chat about her intentions on working on her essay over the weekend and to let me know that she had a meeting with the lecturer who had set the essay topic.* {Para 35}. Then back to panic, *Student came in today in a panic because her essay had not gone well over the weekend. She said she had gotten so worked up with it that she had to take a tranquilliser on Sunday night. She has gotten into difficulty with the amount of notes and material and does not know how to structure and fit it all into the required six page length. She also felt scared that she was going to fail the essay.* {Para 47}. Again popped in - informally to discuss exam strategies, *The student popped in informally to discuss exam preparation strategy* {Para 55} and got on ... *She said her involvement with the Writing Centre had made her feel confident about approaching tasks in other disciplines as well. She said she would only return to the writing centre for new problems that emerged in her work.* {ibid.}

FHU:13: This S knows what she wants, knows what her problems have been; *Doing ok but wants to do better - to do hons in Politics. Has just been slack - not taking things much more seriously than night-before stuff and occasional lecture attendance. Got a pep talk from [L] and now wants to become a new person. ... Coming in on Monday - to start.* {Para 12}. C did little other than provide a monitor to which S made herself answerable to, and other than that, C played a very passive role and S an active one - which worked, *SO PROUD! - Done in good time! ... Does not need me to read - just glad she's done it. - Stress levels low; first time not done the night before!* {Para 56}. There was a backslide, Not

ready. Upset with herself. Psychology going really well. New time on Wednesday. {Para 67}, but S came in later to say she had picked up and to thank C.

⁸⁸ E.g. FHU:1, FHU:2, FHU:3, FHU:21, FHU:23

⁸⁹ E.g. FHU:4, FHU:11, FHU:22

⁹⁰ FHU:2. There is a sense of growing confidence throughout this time (First three essay marks: 69%, 75%, 89%) - her visits become shorter and her questions for the consultants become much more concise, and specific issues seem to remain the same across visits, but decrease in their intensity of concern: After discussion in the first consultations, S feels able to proceed, but intends to return with a draft, {Para 35}. which she does, (C⇒S). This pattern continues through the first few assignments, where S works independently where able, *She had marked what she considered to be the salient points in the longer, more complicated reading (Ortner), but was finding it difficult to group the points according to the sections indicated.* {ibid.}, and when necessary, C provides guidance - filling in gaps in S's conceptual understanding. *I helped her to identify the evidence in support of this hypothesis, and also some of the major points that she had missed in the Ortner reading (especially the comparison of male and female psyche in presenting the argument that woman is closer to nature).* We then worked on grouping the main points in both readings according to the sections specified in the task. At the end of the consultation she felt able to proceed with drafting the essay, {ibid.}. S then continues on her own and returns with drafts. On occasions, however, she comes with last minute expectations - in a panic and almost relying on C to do some work for her. *This student came with the 'affirmative action' essay 2 hours before the deadline; she merely wanted me to wrap up her essay but had already started on a conclusion; she merely restated that her 2 interviewees agree generally that affirmative action is necessary; however, she did not really reiterate the interviewees' main areas of overlap.* {Para 106}. In later consultations, S brings her topics to discuss them with C, who explains the task, its requirements and some main points. S also brings readings and C guides S in picking out some main points from them, however, at times C felt limited, and eventually lost, and sent S to her tutor. {Para 124}. At one stage, in dealing with a confusing topic, C checks with a colleague who was also confused. Both C's work together with S, trying to understand the topic. They encouraged S to go to the lecture where, they knew the topic would be discussed. {Para 149}. S's usage patterns continued for some time; she was obviously reliant and intent on constant use of the Writing Centre *SJ* and *[S]* were relieved to discover that the Writing Centre would be open during the short vacation, the following week, and planned to bring in their draft reports during this period. {Para 287} but eventually took off on her own (S⇒).

FHU:9. Another good worker; her first consultation report records original thought with some slips in her writing, *She had expressed some interesting and original ideas, but lack of organization in the draft had prevented the proper development of argument* {Para 12}, and that S asks some technical questions. Even in one consultation, she feels that the Writing Centre worked for her, attributing her success in the assignment worked on, to this visit. *When [S] returned to the Writing Centre she was delighted with the success of her psychology essay (see previous record), and she declared her intention of being a frequent 'client'.* {Para 24}. In this consultation, C worked on a shortfall of S's - that of order, finding her writing chaotic. *I found that she had read the ideas of 3 philosophers on the question and had extracted what seemed to me to be very pertinent points. However, as in her previous consultation, I had to focus on making order out of chaos, as the points were again given in somewhat haphazard order.* {ibid.}. S comes to further consultations, with only parts of drafts - she does the rest of the work herself. The consultation discussions get her thoughts going. *Ideas then started to flow, and she jotted down a few thought of her own.* {Para 35}; *[S] returned the following week, soon after her trip home. This time she wanted a topic analysis for the next writing* {Para 48}. C and S work together on S's efforts in the consultations, *She had succeeded in obtaining some readings on the subject and had marked what she considered to be the salient points. She had, in fact, too much information and I had to help her to select what was really important and relevant to the topic as set.* {ibid.} and S works alongside her consultations, showing much resourcefulness: *instead of relying upon a recording of the TV news, she had gone to the SABC TV studio in Kloof Street, from which the 6pm news is broadcast, and had obtained a transcript of the previous day's bulletin* {Para 63}. However, C works repeatedly on similar issues with S; *This discussion had covered all the points we had highlighted the previous day, but once again there was a lack of cohesion, as each technique was mentioned separately, even though some were related. I helped her to reorganize her points into cohesive paragraphs, coherently linked. I felt she had done well in coping with this assignment, which seemed to me to be rather a demanding task for first-year students* {ibid.}. The pattern continues, {Para 74}. S uses the Writing Centre as a sounding board, *[S] consulted me over her Philosophy essay: 'Can we be wrong about what is morally good?' Her plan, after having read (briefly) about 9 philosophers was to speak firstly about the philosophers then about the example of the issue of abortion and then to answer the question. She said this is her own idea but she does not feel confident about it* {Para 85}, and for spot-checks, *She asked if she could phone me tomorrow - just to check on a couple of things. Said she felt clearer, but "I'm just not an essay person"* {ibid.}. C makes herself available off campus, seeing S at her home a couple of times. S then requests to work on improving her examination writing technique, upset that she is not doing well in her exams. I lent her a Philosophy book, which I had found useful. ...Will come in next week with outlines for her exam prep and with old papers - is upset with her marks in the 60's. {Para 108}. The pattern repeats again with a new assignment - with S coming in well-read, but with chaotic writing *As on several previous occasions she had done a great deal of supplementary reading, but her draft was very confused, as she had just jotted down a number of points at random, with no attempt at organization. She seemed to have missed the focus of some of the questions in the tutorial assignment* {Para 134}. Although there is repetition of habits *Once again she was having trouble in identifying the salient points from all this reading and she had adopted her usual policy of jotting down all points that she considered pertinent to the topic. She asked me to help her to eliminate the less important points so that she could structure her argument around the crucial factors.* {Para 146} and procedure, *She returned the following day with the completed draft of the assignment. The answers to the guide questions were now more cohesive, the points being organised into paragraphs according to the various factors discussed as possible indicators in health surveys, but there was a lack of coherence and a great deal of repetition. There were also instances where the argument was not developed far enough to be conclusive. She had, as decided at the previous consultation, attempted to summarise the gist of the argument in the memorandum; however this was still too long and full of unnecessary detail. ...At the end of this lengthy consultation the format and organization of the memorandum seemed satisfactory.* {Para 159}, a gradual improvement is noted by C, *[S]'s next consultation was on a mini-essay...As always she had covered the prescribed readings very thoroughly and had tried to identify the salient points before attempting the essay. This time I was pleased to see that she had organized the points on the reports effects of unemployment on mental health cohesively and logically, so that the argument flowed well. For the first time I saw all my injunctions on this bearing fruit. ...Thus cohesion and development of argument were not issues in this consultation* {Para 171}. I was pleased to note a marked improvement in cohesion and coherence in *[S]'s writing as compared with her efforts during the first semester. ...Apart from this difficulty in drawing conclusions her skills in developing an argument seemed to be improving rapidly this semester.* {Para 193}. C also takes S out of the Writing Centre (C & S), sharing interests in common, and with C providing S with information to pursue some voluntary work. I was able to help her in this respect by lending her my St Luke's Hospice manual on bereavement counselling, which contained the supplementary information she needed. She was very interested in this manual and asked me about the training for hospice volunteers. As she planned to major in Psychology with a view to a career as a counsellor she thought that she might undertake the St Luke's training. I encouraged her to apply for the course. {Para 208}. S does backslide during pressured time, {Para 219}, probably because she was trying to hurry through this assignment in order to finish everything and concentrate on her exam revision she had relapsed into her old ways and the problems with focus and cohesion that had been largely eliminated reappeared. Her so-called draft was nothing more than a succession of points extracted from the readings, with no attempt at organization into cohesive paragraphs. She had not focused on the topic as set, {Para 230} - in which C does a good share of the work I found that I could make nothing of the 'draft' she had given me to read. The best I could do prior to the

consultation was to draw up a plan for her of how best to organise the essay: Weber's definition of bureaucracy to be given in the introduction then in the body of the essay the debate in favour of the system to be presented, followed by that against, with the focus on efficiency throughout. She agreed to this plan and most of the consultation time was spent going through the parts of the readings that seemed to be relevant to the debate as I had narrowed it down for her and then advising her on the organization of these points to build a cohesive structure in the essay. {ibid.} and gets S back on track. *We thought of some examples of such situations that could arise in a school. On this basis I was able to help her to draft a conclusion to the essay.* {ibid.}. There is a gap of about one year, in which S had changed to a B.Sc. degree, requiring fewer essays. However she returns when working on a long essay, and similar patterns emerge. *It was evident that she had read widely, perhaps too widely, as some of the extracts she had taken seemed to contain theoretical material that was far beyond the scope of the essay topic.* {Para 243}. She has more difficulties under pressure and seems to expect to sort these out at the consultation (or get them sorted out), *What she submitted for my attention this time was a collection of points grouped into the categories suggested, by and large correctly (though there were still some 'mismatches')....However, within each section the points were in no logical order, so that there was still neither cohesion nor coherence.* {Para 256} and the balance seems to disappear from the relationship, with S apparently expecting C to do some of the writing (of linking sentences) for her. In the event, I found that this was unjustified. *Her so-called draft was still nothing more than a collection of quotations from the literature, just rearranged into sections and subsections as I had suggested at the previous consultation. Despite my input then, there were still some in the wrong sections or the wrong sequence. All I could do in advance of the consultation was indicate where there should be rearrangement and where some of the sentences could be grouped into cohesive paragraphs. ... I agreed that she should do this, and was quite surprised when she expected me to write these linking sentences for her. I really thought that she had acquired these writing skills during the series of consultations she had in her first year.* {Para 270}. S had plagiarized severely at this point - feeling it was alright if she had changed a word or two. *She was running very late and was expecting a lot from C in little time, and did not like being told that she had plagiarized. Anyway, I left the decision to her on what to do about the essay; third-year students should be ready to assume responsibility for their own time management. I felt disappointed in her; she had made such progress in her writing during her first year, but it had obviously regressed badly in the interim. It seemed to me that she was devoting too much time and attention to her job, so that her mind was not as focused on her studies as it had been. I was concerned that she might be heading for failure this year.* {ibid.}. C felt S should take on more responsibility by this time (her third year), and relayed this to S. S did not return after this, but did graduate.

FHU: I consulted a number of different consultants and seemed to learn quickly from their advice - incorporating it or remembering it from visit to visit. Generally, she discusses her assignment with the consultant, then brings a draft, incorporating points from the discussion. She does try to find information on own. Her consultant helps but gets her to do preparatory work: On her third consultation, there was evidence of S's use of the previous discussion in her new draft writing, but at this stage she did not seem to worry too much about proper quoting. *She did not seem to know how to properly quote lines/phrases from the poem and to incorporate them into her discussion. Perhaps she did not feel it was serious at this stage in the essay.* {Para 29}. In a later consultation, S had made efforts to find information, to no avail. C helps but gets S to prepare for the consultation in collecting information, *It is not a work with which I am familiar, but I asked her to find all the passages involving the scholars or Faustus' servant, Wagner* {Para 52}. C then leads with her own insights and draws some out of S, and together, they reach a conclusion. *on reading through these, I was able to discern some of the dramatist's purpose in including these characters. I discussed my insights with the student, and her own, and together we came to the conclusion that the role of the scholars was to encourage Faustus in his quest for superhuman ability* {Para 52}. C makes further points on her reading and S decides on the themes for her assignment. After the discussion, S asks for technical advice and C makes further suggestions - for types of information to include in the conclusion. S plans to work and follow-up with a new draft. {ibid.}. S took her discussion further on her own and did some independent work in addition. In a following consultation, C and S work as a team in tackling the task. C was involved in and enjoying the topic, *This corroborated our notion of Wagner as a comic caricature, and also discussed the role of Mephistopheles as the servant and messenger of Lucifer, the devil. This had escaped me as I had always thought that the 2 were synonymous (being more familiar with the operatic version of the story, in which this is the case)* {Para 84}. S also works independently and takes discussions forward from the consultation into her further research and writing on the topic. In following consultations, C and S are working together like peer discussants. *She came to unpack this poem with me. We made notes on the poem as we spoke, and decided on a theme and sub-themes that we thought were evident in the poem. I promised to bring a few questions on the poem to our next meeting; these I had encountered in my undergraduate years, and I thought that they might help since this was a particularly difficult poem to comprehend.* {Para 125}. Sometimes C leads, *She returned with a very 'hurried' draft which had no introduction and conclusion but explained that she still had difficulty in articulating the introduction at this stage. I therefore firstly concentrated on this issue before talking through the list of questions that I had brought along as promised* {Para 139}, and sometimes they work together (C⇒S). *Anyway, we brainstormed together and managed to think of 3 themes that she could pursue in her essay:* {Para 162}. There is a slight backslide when S is under time pressure but then she takes their discussions forward again. Interesting in the work with this hard-working student, is that C does work for the assignment, being involved in the task rather than her role, *I had revisited the novel myself overnight and had discovered another aspect that seemed to be pertinent to the topic of this essay* {Para 188} and she shares her new ideas with S (who can probably be trusted to take it further). Sure enough, S produces again, *her writing had developed considerably since she had last consulted me, i.e. in less than 2 months. There were none of the vocabulary errors that I had corrected before, and her grammar was well-nigh perfect. This rapid improvement, taken in conjunction with her quick grasp of ideas and ability to express them clearly and develop them, reinforces my earlier opinion that she is likely to become an excellent writer* {Para 201}. S did backslide in confidence in her own ability, but still made an effort - depending on C at this stage, but still prepared to put in effort herself (she brings her own readings for discussion); she endears C to her. *Anyway, we brainstormed together and managed to think of 3 themes that she could pursue in her essay:* {Para 162}. C makes a decision on strategy at this crisis point, *I decided that the best approach was to go through the set passage with her, marking all words and phrases that referred to bodily or facial response to pain or, as seemed to be the case here, painful memories.* {ibid.} and this has the desired effect; S again takes off (S⇒). *SJ now felt able to proceed with the essay.* {Para 237}. Later, she returns, but not with a draft as promised - she brings new information to discuss with C. {Para 253}. At this stage, S appears to be using the Writing Centre for private tutorials; her consultation discussions are springboards for her essays. The pattern continues, *It was evident, however, that she had, as usual, made a good job of integrating into the essay all that we had discussed in the previous consultations on this task - a particularly difficult operation in this case.* {Para 279} but, gradually, S has taken on more responsibility - she works more independently, consulting fewer times over one assignment, finding readings and ideas on her own, and managing drafts herself. *In this case she did not consult me on how she should approach the topic (another difficult one!), as she has done in the past, but came for only one consultation on this assignment, with a draft that was already in an advanced stage of development. She had found a helpful book on Beckett's work, in which this play was strongly featured, and had experienced no difficulty this time in finding the salient points for the essay. I felt that this represented another significant stage in her rapid progress as an academic writer. I was very impressed by her draft: her treatment of the topic had been carefully thought out and the essay was logically organised, with the very complex ideas of space and time that are the essence of the play clearly expressed* {Para 305}. C takes S up a level...looking at making her own voice stronger in her writing. *I explained that she should let her own voice come through, and helped her to make this clear where necessary.* {Para 315}. At the next consultation, S has fallen back into her old pattern - bringing in rough ideas and wanting the consultant to help her define a framework for the assignment. *She has extensive notes on the topic, but has not managed to pull together a frame-work. From the discussion around the topic, I gather that [S] finds speaking with a writing consultant useful in helping her organize her thoughts.... [S] scheduled another appointment to discuss a much tighter frame-work.* {Para 338}.

However, she makes a quick recovery - at the next visit she has refocused *S* came to see me today with a refined version of the frame-work we workshoped previously. She has recreated the focus for the essay (Para 355) (her new plan was C's original suggestion, but *S* did not take it on until it made sense to her). I suggested this frame-work to her the last time, but her explanation was that she could not 'see' it at the time. (ibid.). Again, she 'will return', and again, comes with a good production and C=»S. However, at her next visit, again, *S* is panicked, *Feeling panicky. Has not got a draft together. Did not expect so much reading. Is not sure of how to write her introduction. Concerned about what style to write in. Her ideas sound fine - she just needs to get going.* (Para 391) - and the same pattern ensues. At a later consultation, C hands over to *S* - or, actually, *S* takes the lead and C lets her. Apparently a legal term/function exists whereby motions against abortion can be forwarded. [*S*] said that she would use this as the basis for her argument. I hope it works. Everything still seems rather vague and undirected to me. I suggested that she only take this path if she was entirely convinced and if the evidence itself held up. (Para 451). And *S* continues to lead. She plans to do this one in a day. The length requirement is 6 pages and her plan is already half that. [*S*] talked herself through her notes into a plan. Well done, again! (Para 494). The last consultation is simply 'proofing'. (Para 519).

⁹¹ [*S*] decided to use us as a result of lectures in Orientation Week. She wants to work on two essays - drafts to come on Thursday for Friday). ...She has been out of academics for a while and is concerned about her writing. ...She's made a couple of appointments to look at her drafts (Para 11).

⁹² {Para 26}.

⁹³ Wanted me to read a couple of sections to check she's doing it correctly. It looked fine to me - written well, supported well. (Para 39).

⁹⁴ [*S*] is obviously very bright and works hard and has good ideas - her writing needs some trimming, but it is good to read). (Para 55).

⁹⁵ {Para 78}.

⁹⁶ I had lots of queries around her choice of words. [*S*] is going to have to edit herself...Has followed my advice strictly re: the conclusion being almost a rewording of the introduction - eek! ...Sometimes tends to describe rather than discuss. Essay needs more contrasts to it. I outlined what I meant by this on paper. She took to this idea. Asked me about her technique - if I thought she'd be able to develop one or if it'll always be 'a hit and miss affair' - getting her creative juices flowing - and how she could be post-structuralist in her approach to essays!!! (Para 85).

⁹⁷ She did not bring in a complete draft - just asked me to check if she was on the right track - I felt fine about it (Para 105).

⁹⁸ This student came with a fairly well-developed draft of the first essay for SAN101W (ethnocentrism). She had a good understanding of the task and of most of the readings, the only one presenting difficulty being that in which more than one type of behaviour was highlighted and explained ...Her discussion of the other 3 readings showed complete comprehension. We therefore devoted most of this consultation to considering the paper she did not understand, and I helped her to focus on the nature of the behaviours viewed negatively in this case and to find the parts of the paper dealing with their explanation and re-interpretation. ...After our discussion of this paper, the student felt able to complete the body of her essay. (Para 11).

⁹⁹ Although she'd done a lot of preparation for this, she still felt lost as to how to approach it. She struggled to understand the essay topic (me too! - we decided to read 'conclusion' as 'main argument') and one of the readings (me too - a lot of reading to say very little). We tried to unpack the topic together - using her understandings of the main arguments of the two readings (Para 24).

¹⁰⁰ It was not easy and I suggested she try and extract topic sentences from the readings and drop them off for me tomorrow along with the draft she wants to attempt tonight - as well as the readings so that I can try and make some sense of them (ibid.).

¹⁰¹ She said she understood the readings for this and had lots of ideas but was not sure how to get stuck into the essay. We worked on an outline and spoke about some of her views and how to use them and support them in her writing. (Para 33).

¹⁰² [*S*] and I discussed the importance of class, history and socio-economic circumstances as central to a critique of Barth's understanding of rules and rulers. We agreed that Barth tends to perceive the Swat Pathans as a people without history nor individual socio-economic experiences. This knowledge is important because each individual has his/her own unique life experience and this has an impact on their current choices and social experience of the world (Para 112).

¹⁰³ While I was explaining the classification on the basis of the framework provided by Rose, [*S*] made copious notes, and she then went through the readings highlighting all that I suggested might be pertinent to the topic. She seemed to understand the task after this consultation (Para 134).

¹⁰⁴ I summarised our discussion with Mervyn and he has said that he will take up the final draft reading. (ibid.).

¹⁰⁵ Basically she wanted me to listen to her ideas about it and check that she was fulfilling the requirements and was on the right track (Para 122).

¹⁰⁶ Unpacked topic and consulted dictionary for accurate definition of words not understood ...did not fully understand the requirements of the topic, including certain words used in the setting of the assignment (e.g. 'oligarchy', 'countervail') (Para 146).

¹⁰⁷ FHU:4. This *S* did not seem ready to proceed on her own. C advised, but was concerned that *S* was not ready and had not absorbed any learning. She had given far too much detail, e.g.: lurid accounts of slave punishments - I am not confident, despite the advice I gave, that student could differentiate between fact and unnecessary detail. (Para 10). *S* did write drafts but was lost, and C did a lot of the work with *S*. *S* plagiarised because she did not know better. It emerges that *S* has a history of bad habits - that had not been addressed before; She had also plagiarised quite extensively. I did point this out to her and showed her ways in which to avoid this by paraphrasing, incorporating her own word and ideas into those of others. etc. She mentioned that she had been struggling with the problems of referencing and plagiarism for years while at a teacher training college (Para 28). *S* was very dependant on C; Anyway, she wanted me to go through her tutor's comments with her and to suggest ways in which to improve on the problem areas. The main issue is that she placed too much emphasis on the views of the writers on colonialism instead of their opinions on the impact of colonialism specifically (Para 50). C works with her step-by-step, and slowly *S* develops, bringing in an example of her own for an assignment (Para 77), and then bringing questions and further ideas, She is unsure about 'future research' part of topic. We discussed this - she had some ideas. (Para 81), which C and *S* work with. C hopes to stimulate *S* to her own movement. I suggested/looked at what I saw as the macro ideas operating in her essay, I was hoping that by putting them down she would be able to assess them, I do not know whether she totally was with me in my analysis of what was going on in her essay, maybe though too much of an outside imposition. (Para 107). But *S* is still quite dependant on C, She did a lot of writing and re-writing during the actual consultation, she seemed very focused on the choice of very particular words (ibid.). At one point, *S* is running late, the consultation is under restrained conditions; she brings in a late draft and there is too much work for C to do for it. She notes little improvement in *S*'s work. It seemed that it had not improved much since the first draft, despite Alessia's advice. (Para 118). In a following consultation, the state of the draft brought required C to go through a great amount with *S*. Student had not understood the question fully and I explained the term 'assumption' in the context of the question. (She had left this part of the assignment out because she had not understood it.) She had also devoted too much time on defining organizations. (Para 137). *S* was not wanting to do much extra work, I tried to help her with the macro-org of her essay, but she seemed attached to the work as it stood and wanted to make alterations within her text, but not structural alterations that would have involved re-thinking and re-writing (ibid.). C was not happy, I would have like her to have realized that she needed to look at the topic more critically and have a structural plan from the outset. If and/or when she comes back I shall tell her this (ibid.). *S* was not taking on full responsibility for her learning. At this stage, *S* does not look as if she'll take off. In the following consultation, again, *S* leaves little time for her own work on her writing after the consultation discussion. C was not at ease with this unprocessed approach. A second appointment in this case was a necessity but the final essay was due in two days time and therefore I could not have the opportunity of seeing whether my advice had been put to practice. (Para 145). On

her next visit, S walks in hoping to find someone to help her with a task analysis. *[S] had walked in hoping to discuss her assignment topic with someone. I had had a cancellation so I could see her.* {Para 154}. S struggles with conceptual understandings, and seems to depend on C's words, *When she left she said she would have done the wrong thing if she had not seen me.* {ibid.} but little learning is happening here (S is focused on writing down what C says, rather than listening and giving a chance for absorption of information. However, gradually, S becomes undependant - or rather, more independent; C still provides close guidance: *The only real weakness lay in the conclusion, which was rather weak and did not really summarise all the points made, especially in the case of the ethical issues arising. However, she was herself aware of this (another good sign) and by the time she came to the consultation she had found another reading on the specific topic of management ethics. I helped her to select the most telling points from this to strengthen her conclusion and allow her to make recommendations for overcoming the problem of abuse of power by managers. I thought that she had approached this task very intelligently and it was pleasing that she needed far less input from me than before. She should do well on this writing task* {Para 185}. And a bit later, S is doing more initial work, *[S's] essay was well researched and she had all the necessary facts to answer the question* {Para 195}, and is more aware of what she wants to tackle in the consultation, *She said that her problem was that she could not express herself the way she wanted to, that is why her sentences were mixed up.* {ibid.} and this reflects in her writing, *Her approach was good and it made the essay interesting to read* {ibid.}. But she backslides again, in terms of time management, *S] came to me at 12h30 for a consultation for an essay due at 15h00.* {Para 208} and C is now concerned about her strategy, feeling unable to act her role here, *I do not think I have learnt to play the writing centre consultant game as I fell into the temptation of spoon feeding my analysis of her essay to her. I do not know how to transform my analysis of the essay into non-directive strategies for the writer to improve her essay on her own* {ibid.}; *I gave her advice for what to do in the two hours remaining to save her from a humiliating mark, which perhaps was a very lenient thing to do all things considered; she should not have come at such a late hour. As Antoinette says it is all about disrespect, for us and for her own writing* {Para 217}. This S continued to use the Writing Centre like this - her habits did not improve, but she did graduate.

¹⁰⁸ *The time management schedule that we drew up was possibly too rigid, as she missed subsequent appointments, and seemed embarrassed when I ran into her on campus later in the term - guilty that she had missed an appointment* {Para 14}.

¹⁰⁹ *She walked in expecting help with editing the first page of her abstract on ethnicity which according to her is due today, and therefore she does not have the time to consult us. I proof-read her first page and found only minor vagaries which I think she could have clarified on her own.* {Para 55}.

¹¹⁰ *As the first consultation of the year, when [S] phoned to make the appointment, I took a hard line. I told her she had not created a good name for herself here in terms of sticking to appointments and asked that while she was certainly very welcome to consult with us, she stick to the appointments she made or else cancel them in good time. She accepted this and arranged to see me at 9 this morning - when she phoned to postpone for half an hour - for which she was still late! We spoke about this issue during the consultation and she said that she fully understands and as she'd like to make use of us, she will make the effort* {Para 75}. She became well involved in the research that became her honours project and was very keen again, *She wants at least one publication out of her honours thesis.* {Para 75}. but, *She also mentioned that she has about 10 other jobs on campus this year. I made suggestions about time and energy management, that she work out how she wants to use the Writing Centre this year and that she stick to arrangements she makes. She appeared to be very grateful for this* {ibid.}, and worked a little with the Writing Centre but soon returned to her old pattern. *[S] came in a rush again - still does not know my name! She is wanting to finish off her honours thesis - came in saying she wanted me to check the abstract specifically - handing it in tomorrow and feeling unsure about it!* {Para 123}.

¹¹¹ *I find it frustrating working with such a student in this way - she has come in too late for much to be done and yet her work has so much potential - it could easily be turned into a Masters thesis together with ethnographic stuff which must, by now, be so accessible to her. She is intending to do a Masters - I discussed the ideal way of working together if needs be.* {Para 158}.

¹¹² *I proceeded to suggest an approach to this particular essay task. This was very sketchy but it seemed to have the desired effect of stimulating her own thinking on the topic, so that by the end of the consultation her ideas were starting to flow more easily. She was anxious to do well in this essay in order to improve her year's mark, which counted 60% of the total* {Para 21}.

¹¹³ *Not sure of what is asked. Confused about what is required in an abstract, the statement of the problem and statement of purpose - as well as what exactly the hypothesis is or the aims are.* {Para 34}.

¹¹⁴ *She is feeling clumsy articulating stuff - trying to put others words into own. Is not a need to do this really. I explained that she needed to make her readings USEFUL to herself in order to make them useful to the reader Explained about link and flow. Suggested she try a redraft - with what SHE wants to say. Will come in next Thursday (working 7-7 shifts till then)* {Para 65}.

¹¹⁵ *Essay loses direction - keep focussed! Some paragraphs are purposeless. Relate back to topic - lets try mind-mapping. Trying to cover everything and it's becoming more and more dissipated. (Do not need more readings; needs shaping!). Conclusion suddenly answers the topic! - restructuring needed.* {Para 92}.

¹¹⁶ *Had no idea she could connect the authors!* {Para 99}.

¹¹⁷ *Half way through, again becomes a list of views from readings and LONGER sentences! When own opinions are brought in, it reads well. ... Conclusion is a bit clichéd. Go back to objectives - have they been met? (not all). What about a comparison of diagnoses?* {Para 121}.

¹¹⁸ *NO SHOW at home - no more after hours appointments offered!* {Para 170}; *Left a newspaper article - wanting me to write notes and leave for her. Eventually made an appointment but was very late and I had another client waiting* {Para 180}, *This was written spontaneously - fine - but now shape it. ...In addition to being late, she had not left this draft earlier and I certainly could not read it today* {Para 187}.

¹¹⁹ *Could not make Thursday, asked me to leave notes on draft for her. I'm feeling somewhat irked by all this. ...I presume they're required to discuss this. ...Hand-written and messy draft.* {Para 206}.

¹²⁰ *Not addressing topic - boring to read. Slack language - not academic* {Para 216}.

¹²¹ *SHE has to put work into this* {ibid.}.

¹²² **MHU:2.** S was keen to address his 'problem' - or to understand it. C questions him about his difficulties in the first session, *I asked him about his exam writing. He does write clear, concise answers to questions, but very slowly - he reckons at a pace of 1 1/2 to 2 pages per hour. ...I asked him why he thought he wrote slowly. He said he did not know. All the males in his family are preachers and all the females are teachers - except for his mother.* {Para 25} and they set up a working relationship - with tasks for each of them - both searching for solutions, *Plan of Action: [S] to approach Student Health for possible 6-session psychotherapy. Meanwhile he will consult with the Writing Centre - he'll bring in an old essay for me to look at and his present work that he is struggling with (he's very far behind). I'll outline a couple of strategies for him - perhaps mind-mapping and some relaxation techniques. We'll work together over a period - I guess with me acting as a monitor so as to try and reduce his anxiety over his writing. I talked about practising free-flow writing and suggested he try a little per day. He agreed to try - but felt very nervous* {Para 26}. S brings a first challenge to his next consultation - his essay is late and he needs to do it. *He gave me a paper by Degenaar to read on Nations and Nationalism - The myth of a South African Nation! He has to write a 2-3 page assignment on what this paper is about and discussion points that it elicits in him. (They were told this orally - it was written down as an assignment task). This will be a seminar paper - i.e. to be used as a discussion paper. ...He's done nothing on it yet and it's very late.* {Para 38}. C learns more about S's history of his handicap, *During the consultation, he brought in an essay from last year - for which he had got 80% but had 25 % deducted due to its lateness. He left it with me to read ...I asked him how he had written it. He had thought about it about 1 month before and researched it. Finally, he sat down for 7*

hours and just wrote and handed it in - just in time to catch the external examiner {Para 58}. C is unsure about how to help him, and refers him to a professional, however, S wants to work with her as well; they set an agreement, *We agreed to work on preparatory methods* (ibid.). C brings S out of his self - she gets him to talk about himself and his practices in writing; he has a panic reaction to written assignments. He said that the more important something is to write, the worse he gets. With the less important things, he can just rattle them off. He did mention that in his exams he writes more cheerfully than in other situations. (ibid.). S considers C's suggestions, (Para 64). Both continue to reflect (and explore) on S's habits - with C leading, with prompting questions. *A bit more about the technique he uses - does not take notes. In third year he started to take brief ones because of the increased complexity of the essays. His usual method is to write an essay once off - i.e. he goes from the starting point straight to the end point, without a journey. I explained about the importance of the journey - that writing is a process, etc. We'll work on the journey in these sessions.* (Para 64). C sets small goals - using a step by step methodological approach, *Plan of Action: Mind-map the Degenaar paper and your seminar. Then we'll work on small drafts and redrafts before the final paper. - Very much one step at a time. Through this, I hope to even out the anxiety he experiences* (ibid.). Through the process, S is making efforts of his own - following on C's suggestions, and is pleased with the results. *He has an appointment with Student Health on Thursday. ...He managed a mind-map on part of the paper. Said he was not as panicky and so it was an easier task than usual - pleased. He showed me this. I asked if he'd got an idea of what to talk about from it and he outlined for me* (Para 85). They agree to the next steps, *Next step: Draw up a similar skeleton for the whole paper and bring it in tomorrow.* (ibid.) which are satisfied, and then a next step; the 'acid test'. The sessions are brief, C is merely monitoring. S begins to set his own goals and C applies more pressure. *Done some writing on the Degenaar paper - when I saw them, it was 2 paragraphs - looked potential and interesting - now needs more. I warned him I'm going to get more pushy. ...He has a Christianity Seminar tomorrow - He's aiming to get that paper in on time! Working on that has also given him an idea for his term paper - on 'Denominational identity and Popular religion'. He outlined his ideas for this - does sound fascinating - looking at the healing services of different churches and how/why they're successful. In 10 days time he will bring in a draft of the Degenaar seminar and a skeleton of his term paper.* (Para 122). Some effort is made by S, but it is not totally satisfactory. C and S reflect on the process undergone. *Done first page of his seminar paper - it's well written, but short. ...I asked what the main stumbling block here was: He said getting down to it at all - due to the writing aspect and the fact that he had a lot of other work to do. I asked what had been successful - what had worked. He said he'd found the diagram (mind-map) had helped - and having one paragraph for each branch.* (Para 142). C's method (based on Solution Focused Brief Therapy - SFBT) aims to build on the positive, *I'm trying to concentrate on what works and to build up on that - in order to ingrain and monitor changes in strategies and attitudes* (ibid.). The next goal is set - it is kept non-threatening and reflective throughout. *He has 2 assignments due on Monday. On Monday we will talk about what strategies he used and what of them worked. We may look at how these are different - if they are - from past strategies - and how he'd like to change them further. [I think it's important that we keep focussing on these]. On Wednesday we'll look at the rest of his seminar.* (ibid.). Not all goals are reached, but S relaxes (which was a prime aim). *Has not done the seminar paper. 2 assignments due - I not done because he did not get down to it. I almost done - has spent a lot of time arguing with one of the readings. He said he's been taking a bit of a break and having some fun.* (Para 161). When one of his goals was reached, but there were indications of effects of poor habits, they reflect on what spurred him on, *His seminar paper...has been handed in and received back. I felt there were some interesting questions raised in it. I think it was left hanging at the end though. Looked like he'd written it quickly. During the consultation, he told me that the paper was written in irritation - and without a mind-map. He said it took him about an hour. He'd got 70% for it and encouraging feedback. What worked was that he'd got 'excited' and therefore quickly involved in it* (Para 178). Here, there are also indications of forthcoming anxiety; C prompts awareness in S and combative action. *He is finding the reading for his next paper quite difficult. The question they've been set requires thinking - different from the reading! [S]'s difficulty here is that he is taking the question more seriously. At the moment, he says, he is not worried - as it's due on Monday. I asked him what would happen. He replied that on Monday he will get worried. ...He agreed to try to put something fairly cohesive together before then.* (Para 180). His therapy is now over and C and S reflect on the therapist's observations - again, C's method is to look to how to use it positively. *I suggested that when he finds the readings boring, he try to dramatise them (cycle into your skills).* (ibid.). S is then left on his own for a while, *He wanted to see me on Monday but I have no time (when his paper is due). He'll report back on Tuesday.* (ibid.) and panics. They discuss this at the next consultation and decide on the next step set together (Para 196). He made this goal and again, C and S reflect; C tests for readiness for S to manage on his own, but S is not ready - he wants someone to answer to or reflect with still. *Nice, however, that this was done on time! He did tell me that it seems as if the ball has started rolling - he is getting down to writing. I asked him how he sees the way forward working with the Writing Centre. He was not sure. I outlined 2 options - go it alone or continue to use me as a monitor. [S] seemed to want the latter. He asked me if it was pointless for him to drop off drafts with me after handing them in - when he's not going to make changes to them anyway. I said that I thought it depended on how he wanted to use the feedback - it could be a stress-free way of improving his writing - I could point out what works for me as a reader and what does not and he could bear this in mind during the following draft writing. And the sessions could continue to be used for reflection on his approach. He said he'd like this. Set a time for next week.* (Para 210). His next goal fell through. *16/ Cancelled, has not got much further. Will phone next week.* (Para 212). By the next meeting, S has been on his own for a while, and feels more of top of things. (Para 225). S explains his ideas to C, [S] explained to me how these worked and inter-related. *I wondered if he had not neglected that of the 'sacred'. I asked how he would go on.* (Para 243). but things eventually caught up with him, (Para 250) and he did not manage to continue.

MHU:3. At the first visit, S had done some preparation and after a discussion, C and S set a goal for the next appointment. *He's done lots of reading for it and says he still needs to do a lot more. He first outlined what it all meant for me, then we discussed how he could approach his writing on it, the contents and structure, and referencing conventions. He is going to return with a draft on Friday.* (Para 11). By the next visit, S was stumbling, although he had tried. C tackles issues with him, on the basis of insights. C and S draw up a new outline together, and C reminds S to watch for various issues that have arisen. *He brought in a very rough draft of 9 pages which was difficult to follow at times. ...I pointed out the fact that he had repeated one statement four times (this was to do with defining his audience - which he seemed to find confusing despite the fact that he kept re-stating who he was aiming his writing at). His flow was stunted throughout his writing - with no introduction of terms, little linkage of ideas, no explanation or analysis or support for ideas or references, and the misuse of words such as 'therefore', 'thereby', 'and thus' (i.e. not serving to link 2 ideas adequately). We drew up a new outline together based on the re-organization of his ideas. , and I stressed the need for elaboration, support and analysis. We spoke about the introduction - I felt he needed to include more information about his essay, where his argument was going to lead and what he believed, and, fairly early on, a definition of Data Warehousing. I also suggested that he include in his essay, details of how the various systems relate to each other (- Decision Support Systems {DSS}, Data Warehouses and On Line Transaction Processing Systems {OLTPs}). I reminded him of the need to check his spelling, grammar, layout, consistency of tenses and terms used (e.g. with hyphens), that acronyms and other terms used were explained, and to watch out for long sentences with no commas, etc. We spent some time discussing referencing techniques - citing one author cited in another book, including page numbers, the use of quotation marks and when to reference. He's returning with a new draft on Friday.* (Para 24). In discussing his new draft, they refer back to S's original aims, and S agrees to redraft and reconsult. *[S] brought in a draft of 21 pages. ...There's definitely a need to contain it now. We reviewed the aim of his essay and from this drew up a new outline. He said that he wanted to convince Business people of the benefits of Data Warehousing and therefore would need to veer away from 'a mere academic description'* (Para 35). Improvement is noted at the next consultation - where S comes with queries on finer details - he promises to report back (which he does). *It is much clearer - better structured, more flow. ...he asked me questions about the layout of page numbers, headings, indents and his bibliography. He said he'd let me know how it was received.* (Para 46). A year later, development in his writing is noted - there are fewer issues to attend to. S is grateful for affirmation from C - and grateful for C's help in

redrafting sentences for better clarity. He leaves a draft for the Writing Centre again, *The essay was well organised and sharply focused on the topic, which showed that he had benefited greatly from his consultations with Cathy last year. My only major criticism of the draft was that he tended to overdo the use of long verbatim quotations from the literature, instead of making more use of his own words and opinions. ...At the consultation he was very pleased to learn that I considered the organization and focus of his essay to be satisfactory; he had obviously been concentrating on these aspects and had assimilated all Cathy's good advice on these aspects of writing. ...He was pleased to have my help in redrafting these sentences for greater clarity. At the end of the consultation he promised to give us a copy of the final version of the essay, and to let us know how he had fared with it. At date of writing this report he had given us a copy of the essay (in file), but he had not yet heard his result* (Para 59). S returns in his Honours year, at the end of the year, when he brings a penultimate draft, asking C to do final read. *Wants to finish this week - due 19/5 - to allow for extra time for editing. Brought in 36 page draft - asked me to check logic, language, referencing because did not get a first last year because did not make enough use of 'According to...'* (Para 68). At another consultation C goes over a section with him, and he takes it forward and does the rest.

¹²³ MSU:21. This S usually came in, full of anxiety, for discussions or 'pep talks' as he referred to them. C, in fact, seldom saw his drafts – in which he generally achieved highly – before he handed them in. After an initial discussion, he brought in a draft wanting the feedback explained and this led into a discussion on his next assignment; *He brought in his marked essay - on Racial Prejudice, for which he got 77%. He does not understand the feedback he's got and also wants to know how to do better. ...We also discussed why he had done well and what had worked. Coming in next week to discuss his Sociology essay on Gender and Health - which he's very interested in* (Para 21). In a couple of early consultations, C felt more work was needed when she saw his marked drafts and there was enough of an ease in their relationship for her to be direct about this. *he asked me to be honest - I think this essay needs a lot more work put into it.* (Para 53). S came in at the end of his first year, suffering from severe examination anxiety (and continued to do so at examination times throughout his undergraduate and honours years). *He wants me to alleviate his exam stress. Wants to get more than 50-60%.* (Para 65). C counsels and they agree to work together on his examination preparation techniques. *He is going to copy papers and will come on Wednesday.* (ibid.). S panics as he practices, C provides support; *He seemed to get more nervous as the consultation wore on - said he did not think he'd be able to do that. Is coming tomorrow to try himself. (I'd started out trying to get him to unpack the tasks and he struggled so I took over). We'll see what practicing does* (Para 77). S persists, *[S] brought in a practice answer to a short exam question - he wants to do this through the year to improve his exam performance* (Para 102) although becoming highly agitated at times, *He went through 2 sections trying himself - very nervous. General - specific. Bricks & cement. Breaking up - became very tense.* (Para 87). During the non-examination phases, he engages with C, questioning her on academic practices and techniques: *He asked me how he could avoid using 'I' when asked to give an example from his own experience. (Psychology dept does not like students using first person!) I suggested he use 'a person'! Also asked: 'If I think of an example but are not sure if I can explain it, what do I do?' I spoke about keeping his reader in hand and if he finds he is not managing to do so, try another example* (Para 111). S was clear in his intentions to come for pep talks and C seldom saw his actual drafts – although they would discuss his ideas for approaching his tasks. Typical of his cycle is: *Wants a discussion. Has 2 assignments due in about a month. One is a project proposal - and he's not sure what to do. He did one last year - for which he got 70%. I asked if he understood what he'd done right and he said he did not understand what he'd done wrong. ...We talked about it - he brought it out - marker said he had not given a prediction at the start - I explained. [S] has to do one for Neuropsychology - wants to look at something involved in dreams, and one for his Research Methods course - has not thought of a topic yet. He also asked me if I thought that handwriting really did not affect the mark - as the department claimed. I did explain the advantages of getting computer literate* (Para 121). *Does not know how to start. Knows what he wants to do - the question on language (nurses as interpreters). Does not know how to tie in readings with essay....Has read around the issue of interpretation - but this is a practical task. I asked him some questions - e.g. practically, what would he do in this situation? We discussed the task - hopefully giving him some food for thought. I suggested a couple of readings for him* (Para 134). [Exam nerves. (Para 146)]. And another 'pep talk': *Talked about making meaning - in education, in ethno psychiatry and in [S]'s studies. Talked about using a peer-discussion group, about the management of his negative feelings and about how he could use his readings. To try topic and draft and reconsult - may pop in for the odd pep talk!* (Para 155).

¹²⁴ MSU:2 first came because he was concerned about referencing and did not understand the conventions. At this consultation he decided on a plan of action and a reconsultation, *He planned to proceed with gathering information on the topic and then to draw up an outline for the essay, on which he would consult me again. I gave him an appointment for 17 March.* (Para 14), which he stuck to. *When he returned for his next consultation he told me that he had found Leakey's book in the library and drawn information from that. The main problem now was that he had spread his net too wide, having included in his outline evidence not only from African sites but also from those in Europe and Asia (Neanderthal and Java Man)* (Para 25). C helped him design an outline for his discussion and S was to attempt a draft – which he did so and to which C responded and advised on. They stuck to their plan of intervention. *As agreed, he had not yet drafted the introduction and conclusion to the essay, and I gave some time to explaining the function of these elements of the essay and what should be included in them in this particular assignment. Even after 3 consultations he seemed rather unsure about what was required in this assignment. I therefore gave him another appointment before the due date.* (Para 38). His next redraft was much improved and they dealt with remaining issues in his writing. C comments: *I was quite pleased with the way this essay had developed from an unpromising start. I hoped to hear how he fared with marks, but he did not report this to me* (Para 53). He brings in a draft of a new assignment (note faster progress through this drafting process) and C responds to this and addresses his queries. He has an 'AHA' reaction to C's explanation of a 'plan' for his assignment, and then feels able to proceed on his own; *Showed him how to mind-map and we drew up one together based on what he told me. I had a pleasant 'Aha' reaction - said he did not know what a 'plan' was - thought it referred to intro-body-conclusion menu but felt it was not right. Feels able to do it now. I told him that he was welcome to come and discuss his 'plans' for future essays to sharpen this skill!* (Para 80).

¹²⁵ FSU:2 who was sent by her lecturer – who liaised with C throughout this brief, but intensive period, showing support and concern for S. S, a hard worker, leans on C for guidance and support, but does become independent – after some time, she is 'checking in' with C; doing 'spot reports' and making her own decisions over her next steps. The time between visits becomes more drawn out and finally, S feels able to work on her own: S had been given a chance to rewrite some exams so as to avoid her having to come back to Cape Town just for one course the following year. She was extremely anxious about her bad examination writing performance. The first consultation was an orientation session – with C asking S questions, getting to know her and about her practices and habits – *'How do you revise for the exam?' - It was a problem because we had our exhibition the day before our exam and so I did not have time to do all the readings. - especially for question 1. I did read for a week but normally need longer. Also I usually do all the essays (only need to do two) and that helps for revision. This year I only did the two - because of time. 'When you read for preparation, how do you do it?' - I find the most comfortable place - my bed - and just read my book and notes we've been given. Sometimes I look at old exams. (Reads stuff more than once. No pencil/note-taking. Passed HOA 1 & 2 with 3rds). ... 'What do you do with past exam papers?' - I try them out in points, once - but do not go and check the points or look again at my notes or the books. 'And when writing an essay in the exam?' - I write all the remembered points on the question paper in rough and then I just write* (Para 20) Together C and S draw up a plan of action for the intervention, *Me to outline techniques and her to practise. When ready for exam, to let me know. ...She has a seminar paper for HOA and one or two readings she wants to do for the exam that she wants to start with. Thursday - will phone if not enough time* (Para 37). C had explained some basic techniques to S, including that of mind-mapping – one which S took to initially and decided to try – she brought in one and reported that she had found the exercise useful, and wanted to continue working on, *Brought mind-map. Struggling a bit. 'Do I do it page by page or only at the end?' Rough mind-map - tends into over-detail. But says this has helped her concentration and memory*

somewhat. *Feels it is worth developing this technique. - This was prepared for a seminar (just reading) - also involved a film - i.e. had to go over same stuff three times. We talked about how they could be used to compliment each other. Wants to do more mind-maps with me. - with next reading and next essay/research project. Appointment next week for essay/research project. Friday for paper reading.* {Para 54}. (– note that this is more or less student-led). At the following consultation, S expresses concern about C's judgement on her revision technique. C does a spot-check on the effectiveness of it for S – which proves itself and assures S; *Worried about her mind-maps - they might not be up to scratch for me! - so I suggested we test her memory - asked her to give me an outline - which she did - pleased with the amount she remembered - I assured her it did not matter what they looked like - just good that they are helping!* {Para 67}. S does a progress report and strategises her next steps. *Is busy with readings for research essay - will keep mind-mapping. ...Said she'll see lecturers for this - good. Monday - appointment for one of the essays she needs to resubmit from last term. Wednesday for research essay.* {Para 71}. C and L liaise over S's progress. *I spoke to [L] - he feels, rightly, that she should get her mind clear of July exams first. I feel she needs a bit of time for process to get new patterns turned into habits, and to build up confidence. So settled on end Sept provisionally. Has normal exams in October. We'll confirm mid-Sept - see how process going.* {Para 79}. When S panics, C calms her and they work out S's next step. *Lots of readings - taking up too much time and not remembering. We talked about ways to address this - to make it work and not waste time. Bringing exam questions on Thursday for help.* {Para 90}. There are further progress checks. S makes initiatives for support and information, contacting others *Could not find last question paper. Met 2 lectures from last semester - ... - Gave directions on how she could prepare. ...Wants to try a couple of the essays for me - Monday* {Para 121}. – and she decides on her next step. Further appointments involve encouragement and prompting from C, *Much better effort - still need for more justification, examples (and articles and plurals). - Still a few questions unanswered - on facts that would be challenged. But is coming together. - Nice - more examples of works discussed. ...Some explanations could do with a bit more fleshing out in [S's] head - let's talk.* {Para 168} and her pointing out gaps in S's writing. *Stuff on black consciousness must be related to Art - this discussion is followed by Sue Williamson who is not a black consciousness person! ...Do you know what conclusion will need?* {Para 174}. S takes the initiative, but still struggles on occasions. *Gallery has been very helpful. - Bit difficult extracting relevant information. - Tending to summarise - can I look at question again?* {Para 181}. One progress report reveals some gains and some losses: *Struggling and nervous because essay due soon - and so she has not done the exam ones - wants this one over. But took me through mind-maps for it - look good - with nice ideas. - Nice also in that she is picking out salient points and not just summarising. Also extracted nice interesting stuff from interviews. - Worried now about length. Needs to pay attention to this - be strict with self. Not much on new SA art in literature. ...Asked if I could please see her tomorrow. ...Says she's actually enjoying it now - YAY!* {Para 200} and patterns continue, *Worried about relevance - lots of reading. Draft - much more flow - good!... unfinished, but so far, looking good - is focussed and relevant. Still has to add stuff from interviews. Drop draft tomorrow* {Para 215}. Eventually, C and L decide that it is time for S to attempt her examination. *[L] asked yesterday if she was ready - said yes. Exam at end of month.* {Para 244}. S does some draft examination questions and checks with C; *She asked me if I saw any progress in her essay writing - DEFINITELY! Wants me to talk to [S] - I think she needs to get this exam behind her now - other one is drawing near. Monday: Mind-map for her essay and draft of new question* {Para 278}. She also brings in a friend with whom she begins studying. *Only got materials today. Has watched the movies - felt a historical background was needed - do I think so? ...Are using each other over the readings - I encouraged them to use each other over their writing as well.* {Para 295}. There is some anxiety just before the examination and S requests a final consultation, *Consultation at home. Writing on Monday and panicked because we had left one section out. ...She said she has not really done a compare/contrast essay. We talked about approaches - used mind-maps. She's not afraid of SA stuff but nervous of 'exam block'. I hope she manages!* {Para 306}.

FSU:4. This student was apparently highly dependant but also highly capable. Her consultant worked hard on drawing out the student's voice in her writing. Firstly, C investigates the reasons for S's writing problems, and she finds a lack of connection between the theory and S's case study. *She had written a rather long essay, with no form of coherence. I decided that the best thing to do would be to have a closer look at the topic. We went over the topic a number of times; she had to integrate three Social Work intervention strategies into a case study on an 11 year old abused girl. She had all the theory, but it came across as stilted and disconnected because she had not related it to the case study, and had not built on the examples. Once we worked through a number of ideas and related this to examples, the essay read better.* {Para 13}. S takes what she wants of C's advice – does not follow it all – for example, in proof-reading, which she sees as a minor issue. S's major problem in her writing is that she relies on the work of others and does not express her own ideas (although she has many of them) in her writing. C models for S. *[S] is still not incorporating her own voice into the argument. I suggested that we try some examples to show exactly how this should be done. [S]'s paragraphs are made up of a number of sentences taken from different theorists' work. It all comes together coherently, but at no point is an awareness created of her own perceptions of the problem.* {Para 33}. S is afraid of the acceptance of her own views by the marker; *She voiced the concern that her own opinion would not be accorded any validity, and I replied that the fact that she was using it in conjunction with other theorists who supported or even in some cases did not would be sufficient to convince her reading audience* {Para 35}. S continues to consult through a process approach; *She first came to the Writing Centre for a topic discussion, then brought a preliminary draft, and a second/final draft. As far as possible she has tried to implement my suggestions, but one obviously does not expect a student to unlearn bad writing habits overnight* {Para 43}, and is delighted when her hard work is rewarded with a good mark, *[S] is most pleased and anxious to see the outcome of the other Psychology essay (consultation for the essay and tutorial exercise were concurrent). She will be seeing me next week for Social Work.* {Para 45} and this pattern continues, with C modelling parts of writing. *[S] is starting up a new task, and she has taken my advice to see me from the initial stages of working on an assignment. She came to discuss the topic, as well as to receive input on the notes she has made. ...We used an example taken from her notes to illustrate how she could go about bringing different forms of information together.* {Para 54}. C encourages S's ideas or concerns, S follows up and reports back on her success. *Most of the reading she has on group work relates to adults, and she feels that it is inappropriate. I agreed with her and suggested that she go back to her lecturer to advise her on specific reading for this section. She will come by later today to tell me if she has been successful. [S] has found an article which illustrates that group work can be used with abused children* {Para 67}. Later, C and S proof-read as a modelling exercise. *[S] and I decided that we would proofread her final draft together. It reads coherently, and in my estimation answers the question.* {Para 76}. S's old habits persist, *[S] still persists in leaning too heavily on theorists' work to illustrate her arguments rather than it being the other way around* {Para 87}, as do C's modelling strategies, *To this end I spent some time going through the concepts with her by trying to get her to speak about what her understanding is, what she thinks the theorists have to say, and also adding some of my own input. The terms she found most problematic were 'nature' and 'nurture'* {Para 87}. C reflects on the problems with her approach. *I think part of the problem was that [S] requested to write in my presence, and that this somehow backfired. She is probably used to working at a much slower pace, and was trying to fit in too much information in order to gain my input. I requested that she come back with a draft.* {Para 88}. S begins to make efforts on the voice issue – now more aware of the needs in her writing. *She has tried very hard to incorporate more of her own voice into the argument, and her understanding of the concepts is also much clearer, based she says, on working with senior students at the residence where she is staying. ...What still needs to be addressed is her tendency to make silly mistakes which could be avoided, she 'whites out' words and then does not replace it, she makes spelling errors which can be avoided, and repeats words. I suggested that she get a friend to read the final product if she did not feel up to it.* {Para 96}. At one point, she begins to burn out, feeling a burden of responsibility beyond her learning, *[S] came to speak with me briefly this morning about a Social Work essay she needs to complete within the next few days. This type of rushing through work is so unlike her that I decided to mention it. [S] says she is feeling demotivated, tired and pressured. We spent some time discussing why she feels this way, and [S]'s conclusion is that she is feeling pressured because she is the first one in her family to go to university. An added burden is that the financial commitment is a huge strain on the family budget. I tried reassuring her by telling her that*

she has done very well so far, and that there should be no reason why she should not progress in this vein. {Para 115}.

and at a later stage also suffers from depression. I enquired whether she had done any research at the library, and she replied that all the relevant items were either on short loan, or already taken out. I suggested that she do a cd-rom search, and that if she found anything of use, I would call somebody I knew in SWK at UWC, to ask them if they could keep it for [S]. The other alternative would be to go to the medical library. [S] said she would do this, and call me at the Writing Centre. At about lunch-time, [S] called to say that she had found an article, and would come by tomorrow for assistance. This is a fairly lengthy project; a mini essay was done previously, so she does have some knowledge of the context, but I think all the detailed research is depressing her. {Para 126}. However, she bounces back and continues to check-in on her progress. C is able to provide solutions to S's difficulties in obtaining resources. Gradually, issues lessen; *The essay was fairly subjective, and rightly so within the parameters, so I could not fault it. I merely pointed out minor errors of concord, and so on. [S] will be back next week with some exam questions she will have prepared in lieu of examination preparation* {Para 151}. Towards the end, the relationship between C and S levels out, [S] and I then spoke about her vacation and her plans for the year {Para 170}. She also has a major project to do for PSY200W, and was not to be clued up on what to do. the list of guide-lines she showed me was very comprehensive, but the problem lie in the fact that many key concepts and terms of reference were not mediated or elaborated on. Rather than add to the guesswork, I suggested that she speak with her lecturer about explaining exactly what the requirements were for the research project. [S] agreed that she would do it that instant and come back if she found her lecturer. (She came back on 3/3/97) {Para 170}. Although the content discussions and progress reports continue, I suggested that she think of something that interested her in this particular area, and she spoke of looking at the mixture of languages spoken as one language in the townships in [S]burg, known as Tsotsie-taal. I suggested that she do some research on this. She came back later in the day to inform me that there was virtually nothing to be found on the topic. We then brainstormed some more, and eventually decided on looking at how disempowering not speaking English perfectly could be in the evolving township set-up. I steered her towards Anthropology. She came back again to tell me that someone in Anthropology advised her to Speak with [L] in English, who very kindly lent her articles and a book she had written about the vernacular use of English in South Africa, and its related implications around power and the shifting dynamic in SA. [S] is very excited about this. {Para 179}, as do the check-ins, [S] came to see me today about a Social Work report due soon. She mainly wanted me to see whether she had integrated the theory appropriately, and whether her own voice was established in the text. I also asked her about the Psychology, and she said that she did not have time for it yet, since she had to work on the SWK {Para 189}. C responds to S's concerns, *She feels a bit trepidatious about this because she has no theory to hang securely from, but I spoke with her about relating her experiences as honestly as possible, and that she needed to give back that which was required of her.* {Para 209} but advises consultations with L when issues become content-related. This may signify a withdrawal on C's part – remember, at the beginning she was quite prepared to deal with such issues. C does tire; *It's rather boring reading, but I plough through it for [S]'s sake* {Para 230}; but S is a perfectionist, *[S] is such a stickler, and wants nothing to be left to chance. ...She wants to come back for a final read before submission* {Para 232}. Old habits still persist, however: *This particular piece calls for a great deal of independent thinking, and [S] is still rather reluctant to let go of all her crutches (relying on theory) when it comes to academic writing. We discussed ways of setting priorities and discarding material that did not fit the profile, and building on others* {Para 272}. [S] was not feeling too comfortable with all of the theory, and the positions argued for, and I suggested that she voice this in her paper. I tried to impress upon her that she could do that since this should not just be a regurgitation, but a critical engagement of the material. She will attempt a draft and bring it to me to read within the next few days. {Para 283}. But there is progress through the process: *[S] has managed to do a draft, and although she hinges on plagiarism and awkward language in places, it is promising. We went over the sections she needs to alter and refine, especially the places where she speaks of her concerns (disagrees) with the theory. She will try to get another draft to me before she submits* {Para 293}. The last recorded interactions are editing or proofing sessions or reminders. C and S's relationship developed into a collegial friendship, which continues today.

FSU:1: Very dependant but also a hard worker. Consulted throughout long projects over 3 years into a PG diploma – including 2 group projects, and occasionally on some shorter assignments. At her first visit, it was evident that she had not realized the extent of the work required for an analysis, *thought that their work would stop at the writing up of their observations and interviews.* {Para 12} – this was over a group project and they had come in asking for help with organising their report and to clear up confusion on the parts of this project. C clarified and there was a fair amount of discussion on how the group would proceed in their work. Throughout this project, this S made follow-up appointments at the end of each and brought in new drafts or parts of them each time. After a couple of visits, and having done some reading, S was feeling better having found connections, but worried over the paucity of the literature they had found. *They are feeling much better, having done some reading - because they have found connections with their own research. Still have more readings to do. They said that they had not found much literature on adult street people in South Africa, and this is worrying them because [L] wants 5 pages. They have access to statistics on unemployment in the Western Cape - which they could use in their discussion - I encouraged them to do so. Will consult later with next draft.* {Para 46}. C would respond to their draft writing and encourage the students to go on. Generally - much of this should go in the Literature Survey. *Results should have more of YOU in them. There is really interesting stuff here - it's worth putting extra effort into it. They asked me if it would not be a problem if, say, alcohol came into a number of themes. ...They asked about the difference between 'conceptualization' and 'analysis' - Wanting to know what [L] was referring to - I'd guess 'conceptualization' comes before research - is background preparation - how you came to do the research and how the hypothesis was framed, and 'analysis' comes after research.* {Para 97}. Students continued bringing questions and queries – thus they were not just passively waiting for responses from the C, they were actively engaged in their own development in the report writing. C went beyond her role (?) and set up a meeting with members from a group that may be able to provide them with useful information, she also heard out their supervisory difficulties and when the students complained to their lecturer, he asked C for help. *All 4 came in for this consultation. ...There have been a number of comings and going since the last time. Firstly - they had a meeting with the DTET which took up all our time - but went well. Then they had not got their draft back from [L] - as promised - and could not get hold of her - and were frustrated and tired. Complained to (Course convenor) who came to see me with them - concerned about putting me out - but it's the end of a very hard-working period.* {Para 111}. C continued to respond to the work brought by the student – towards the end mainly pointing out the need for editing. However, there were points at which she was concerned about the group's dependency on her and she felt that they did need to work more independently. *They have depended on me a lot and I think they need to do the rest themselves. [L] has also given them adequate feedback commentary.* {Para 147}.

FSU:3: Also very dependant, but works on own, following C's advice. First brought topic wanting help, feeling unconfident, *The student arrived with her essay question and wanted help on how and where to start. ...This student had covered much of the essay writing process in EAP. I think she came to the Writing Centre to get some reassurance about approaching her essay writing. She said that she would bring her first draft to the Writing Centre.* {Para 13}. Returns with a draft, having followed C's advice, and feeling better, *She seemed slightly more confident about approaching the writing task after her consultations with Jocelyn and myself; I hope that she will return to the Writing Centre, as a sustained interaction could well be beneficial.* {Para 36}. Pattern repeats with another assignment; *She had implemented the recommendations of the previous consultation and the essay was now better organised; she had also succeeded in writing a satisfactory introduction and conclusion.* {Para 60}. C gets some insight into S's low self-confidence, counsels and alerts other consultants; *The content of this essay afforded me an insight into the reasons for [S]'s lack of confidence; she wrote that she had been labelled as 'stupid' by one of her primary school teachers, and this had seriously affected her attitude throughout her school career. She was obviously in need of affirmation, and I told her that I certainly did not consider her 'stupid', and that I was very pleased with her progress in writing since our earlier consultations on the psychology essay. I suggested that she try to forget that unjustified 'label', especially as she had now started a new phase in her education. She seemed much happier*

at the end of the consultation. I hope that her confidence will now start to build. Other consultants should please note this emotional factor in future interactions. {ibid.}.

¹²⁶ [S] left these for me to read – but I realised that she had not yet attempted to read them and felt worried that she is merely going to depend on me to do the work for her. I advised her to try and read them first and then discuss them with me. She is reconsulting tomorrow for this. ...I did, however, explain the questions to her. ...No show {Para 44}.

¹²⁷ She came in in connection with her Health & Society tutorial – she does not understand the graph or the first question. ...She also left me an assignment outline to read for her Health & Society assignment tutorial due on 1 April, to discuss tomorrow. ...Wanted to know the difference between Lifeskills, Interpersonal lifeskills and Human Development. {Para 26}.

¹²⁸ This task requires very complex skills – I think way above the level of 1st year ADP students, who lack confidence in expressing their own opinions. We went through a couple of the readings and I did some interpretations... asked for my notes – I rewrote the steps of the assignment {Para 60}.

¹²⁹ She has given me her reading for the next essay – on Prejudice. She's read it but does not understand it. I asked her to try to write a topic sentence per paragraph – in preparation for Tuesday {Para 125}.

¹³⁰ We looked at the plan of the reading together. – Starts with definition of prejudice, goes onto different theories and then social reflection theory (defn - + 's - -'s), inner state (---) and Social-cognitive development – then summary. ...We drew up a mind-map together. Talked about PREJUDICE: Can be used to discriminate into categories according to different characteristics – biological, social, etc. Results in positive or negative attitude towards them. RACE: I took ages explaining the Social Reflection Theory to her. Talked about the necessity of using examples in her essay. {Para 134}.

¹³¹ She has done the reading – not sure if she's understood the Marxist and Liberal views – when I probed her, I realised she had not – in fact, she had not heard of Marx before. I attempted an outline of his teachings! She asked me about the concepts 'affinity', 'sequenced' and 'categories' – also 'thought-opposing'. I suggested she read 'Ways of Seeing' by John Berger and Doug Young's book 'Media and Meaning'. ...She asked me to explain the social reflection theory of prejudice again. She struggled with it and I struggled to explain it. She did say in the end that she was clearer on it. Will bring draft of one of them next week {Para 153}.

¹³² [S] just verified the 3 theories of prejudice – she has them now. ... I pointed out that even in short questions, she still needs to do introductions and conclusions. I explained what these required. {Para 170}.

¹³³ She has done the readings – needed Cochrane explained – struggled with the language there. I explained 2 other questions briefly. {Para 189}.

¹³⁴ Brought in her marked essays for me to see feedback. ...It was certainly an impressive list of readings. ...Again, an excellent reference list and good referencing and excellent use of additional readings. Some good stuff here! ...We went over her comments – she understood them all {Para 199}.

¹³⁵ Brought in reading for OT – on 'The Developmental Model'. Asked me to explain it to her (!) And asked about the relevance of it to OT. The Medical Model was easier! {Para 224}.

¹³⁶ [S] said she just could not understand what it was all about and asked me firstly to explain what 'Bereavement' meant. ...Once I had done that, she said that the questions all made sense to her {Para 260}; Panicked over her Psychology assignment {Para 273}, Her classmates were commenting on how she has blossomed and come together this year! {Para 273}, Came in in a panic re: her psychology assignment due tomorrow....Reminded her to label and explain her graphs. Explained what would be needed in her introduction. Following the guidelines given in the course handout, she asked me about the necessity of appendices, authors note and title {Para 283}.

¹³⁷ FSU:10: very passive. C encourages process approach from the start, Bring in old essays to look at. Establish regular contact with the writing centre. Read Study Methods book. {Para 10}. S had been referred by her lecturer, has a guide but has not read it, [S], an ASP student, was advised to come here by her sociology tutor, for help with essay writing. She says that although she usually understands the subject matter, she is unable to construct an argument and that she does not know how to analyse. She has no essays due at present and we can not work on any because she does not have the topics. She is going to come in on Monday with some of her old essays for us to look at together, and will set up regular contact with the Writing Centre. She has the ASP Study Methods book, but has not read it. {ibid.}. Quality of feedback varies: She brought me 2 essays – one [XXX] from May for which she got 50% and detailed feedback from a tutor offering any help he could give, and a [XXX] essay from June for which she had got 45% with no feedback through the essay but a fairly comprehensive comment at the end. {Para 24}. Process begins: Her next History assignment is due in a months time and she is going to consult me each week. We went over the 2 topics together (1 on recreation in the 18th century Britain; 1 on slave emancipation in America in late 19th century - shoo!). In preparation for next week she is going to choose her topic, do her readings and think of an outline - which we'll work on together. {ibid.} – challenges set for S – it continues to next session - although C is concerned and feels a more intensive intervention is required, She has a test later this week so she'll return on Monday. I realize this is very slow - but I'm afraid of overwhelming her - however, I think I am going to persuade her to consult here more often - I think she needs very close guidance at the moment. {Para 36}. However, the student fails to maintain this – there is a gap of about a year and she comes once again – seems to be conceptual difficulties, but attendance is too variable to be able to do much, Cathy expressed concern about her problems in developing an argument, structuring an essay and referencing, and she had planned a sustained intervention. However, it seems from last year's records that the student stopped coming to the Writing Centre after just 3 consultations. ...When she reappeared this year, it was to seek advice on the topic for the history essay... However, I wondered how much of this explanation she was understanding. She obviously has great conceptual problems, as well as linguistic difficulties, which is a matter for concern at this stage, 18 months into her University career. The difficulty is exacerbated by her seeming inability to keep up a sustained interaction with the Writing Centre. In this case, as last year, she made another appointment, to discuss a draft of the essay, but failed to keep it. Thus, this is unfortunately yet another instance where I was not given the opportunity to give further assistance on this essay. {Para 51}.

FSU:18: S is demanding and defiant at first, This student was difficult to deal with at first. She came to the Writing Centre, armed with her Social Anthropology handbook, just before 5pm on 18 March and was very indignant because I would not give her a consultation there and then, even though it was nearly an hour past official closing time. I tried to make an appointment for her but she just flounced off. She returned the next day at 3.45 and, as it was not yet 4pm, I had to accept her as a 'walk in'. I felt that she was being deliberately defiant in ignoring my advice to make an appointment. {Para 13}. C responds to S's lack of understanding in the following consultation and established that S has poor time management. C is not sure of cause of S's problems: I felt that I had not made much headway with this student and could not decide whether the problem was due entirely to serious conceptual difficulties or to sheer laziness on her part (not reading). Only time will tell. {Para 32}. Another task analysis consultation and again, conceptual difficulties. Seems that S is slow to pick up stuff. Makes follow-up appointment – no show and repeat of demanding behaviour, Once again everything had to be repeated several times. The student seemed to have both conceptual and linguistic problems, and it was difficult to decide at this stage which was cause and which effect. She had done some reading this time, which was an improvement from the last time I saw her. However, an aspect in which there was no improvement was time management. At the end of this consultation she said that she would attempt a draft of the essay overnight and return for another consultation the next day. I made an appointment for her to see me on that day, but she did not keep it. She then behaved much as she had done before: she suddenly arrived in the Writing Centre a week later, demanding immediate attention, and was very angry because we were all fully booked then (a Friday after a public holiday). I was about to depart for Europe, so I made an appointment for her to consult Cathy on Monday, 5 May. {Para 61}. Then new C, new

task analysis, some interest perked, but back to old habit of poor time management, *I explained what this meant. I actually went through and explained all the tutorial questions. And key/code to diagrams, 'instrumental' and 'non-instrumental'.* ...She is bringing in a draft for DOS course tomorrow. {Para 79}, but something is managed, Referencing is fine. Generally draft reads fine. ...She's desperate to pass and wanted more discussion but I ran out of time. {Para 98}. S expressed some gratitude: Really just wanted to thank me - very pleased because she got 60% for her DOS essay. Talked about what worked. Reconsulting on Wednesday for next assignment. {Para 110}. However, her behaviour continued: Bring task with to consultation. ...She came to the consultation unprepared. We floundered through a discussion on gender ordering; that was all she could remember as being part of the essay. After a few minutes I explained that this was not going to work, and that she would have to come back with the topic. I rather got the feeling that she was not too pleased with my suggestion. (PS:SHE NEVER CAME BACK) {Para 119}.

¹³⁸ as it became evident almost from the start that the student had absolutely no idea how to approach either the essay or the case study. More disturbing still was her total lack of understanding of the concepts involved in the various methods of intervention. ...It appeared, when she produced her draft, that she had written a great deal on this section of the topic, but it was glaringly obvious that she had simply copied out the relevant portions of the textbook that served as the reading for this essay. This had more or less filled the space prescribed for the essay and therefore, as far as she was concerned, she had completed the task. ...Finally, I switched to the case study she had marked, which involved a family with a child suspected of drug abuse. I asked her how she thought she would approach such a case if she were a social worker; this was in the hope that I might be able to link her ideas to those in the reading on intervention methods. However, she just stared at me blankly, and seemed to have no ideas on this part of the task also. I asked her if she understood the term 'case study' - again no response. Thus, this was one student that I felt totally unable to help. ...This student's conceptual problems will obviously militate against her succeeding at university. I was very upset because I had not been able to help her, and wondered whether I should refer the matter to the course convenor. However, the consensus of opinion among the Writing Centre staff was that this should not be done without the permission of the student. The consultant should certainly suggest this course of action to her should she return to the Writing Centre. {Para 13}.

¹³⁹ [S] left me a handwritten and scrappy draft of 7 pages {Para 36}.

¹⁴⁰ I told her that her course handbook contained guidelines for referencing and bibliographies. She looked blank. I mentioned the Study Methods book - she has a copy but has never looked at it. I pointed out useful sections in it {Para 53}.

¹⁴¹ It turned out she was pressurized for time with a deferred the next day and had in fact put together a proposal on the first topic that came to mind. We discussed what the whole course was about, and the role of research essays, how they should hopefully develop from an interesting area of the course. She seemed to struggle to remember what the course was about and I had to prod! In the end I suggested she go speak to her tutor right away and ask for an extension on the grounds of the deferred and suggested she go back to the course reader, and research on the topic we seemed to have agreed on, and to come back on Monday. Did not return. {Para 95}.

¹⁴² In attempting to address the problem of poor organization, I gave her extensive written feedback in which I indicated as clearly as possible in what order the various paragraphs should follow in order to develop some sort of argument (e.g. I advised her to describe the American experiments and their findings first before attempting to apply these to real-life examples of mindless cruelty)...She looked completely blank over this, and I realized that she had never heard of the 'holocaust' or any other aspects of Nazi Germany. To my surprise, she did not seem to know much about the atrocities of apartheid South Africa either, even though the newspapers were full of the evidence being given before the TRC at the time. ...I advised her to consult recent newspaper reports for the TRC evidence and books on 20th century European history for details about Nazi Germany; however, I was again confronted with a blank stare and I doubt whether she intended to go to this trouble.... I remain concerned about this student's conceptual difficulties, even after 3 years of study at UCT {Para 107}.

¹⁴³ {Para 12}.

¹⁴⁴ No time to come back before handing in but will preplan next Psycho essay soon. {Para 20}, [S] was very late and I was unable to give him much attention. He brought in a rough first draft and agreed to go back and work on it and reconsult. {Para 30}.

¹⁴⁵ {Para 41}.

¹⁴⁶ We talked about the plan for his essay. Due 21st. He'll do a draft and reconsult. Not to worry about his introduction or conclusion yet. {Para 78}.

¹⁴⁷ May leave draft for me to look at and meet after hours - otherwise next week....I felt rather depressed and helpless after this. {Para 118}.

¹⁴⁸ FSU:15. Seems to want a quick last minute fix. She brought it in an hour or so before having to submit it, and I had the feeling that she wanted a quick and easy reshuffling and organization of what she had already written, from me....She was apparently willing although I suspect that her next visit will be for another 'quick-fix' judging on the fact that she had not taken up Shirley's advice and recommendations. Generally, it is unclear what she tries to say in her analysis of the poem: she does not take up any theoretical position whatsoever but merely quotes one source for almost her entire essay; there is no central thesis/controlling idea which would have guided her thinking. As such, she does not make any valid points of her own: she quotes Rosenberg's points directly (here and there she does reference albeit incorrectly) but does not expand nor comment on them. I discussed the action required by 'analysing' poetry, and briefed her on the language of poetry: poetry operates on, among other, a 'deeper, symbolic' level of meaning. Thereafter, I talked about arriving at a thesis statement, and how to go about writing this as part of the introduction; her 'introduction' starts with the words, 'Firstly the title starts with 'this'. I explained that with a task of this nature, one is afforded a substantial amount of 'authority' with regard to expressing one's opinions, but the most important point to remember, is that one should at all times substantiate/support one's claims. {Para 25}. C notes that she is in need of guidance in her writing - as no points of her own are evident. At a new appointment, her new draft shows some improvement, and S attempts to follow C's advice, In studying her draft before the consultation I was very pleased to note that plagiarism was not an issue this time - she had included only short quotes from Chaucer or commentaries and had been meticulous about acknowledging the sources in the text. Most of the essay was obviously expressed in her own words. Thus, the message about not plagiarising seems to have impacted upon her writing at last! I thought that this essay was a great improvement upon the one I saw in May. She had attempted to write an introduction according to Mervyn's advice at her last consultation; ...At the consultation I first helped her to reorganise the introduction by removing the sentence giving her conclusion about the more generous of the 2 contenders, and then to incorporate this viewpoint into her rather sketchy concluding section. ...Thus, she still needs assistance but it is gratifying to observe how her writing is developing with advice and experience {Para 40}. S makes an effort with the next draft as well. Then, on another visit, S wants help with the analysis of two poems. She promises a draft, but cancels. She left 2 poems for me to read: 'May 24, 1980' and 'The Fifty Anniversary', by Brodsky for her course on Contemporary Poetry. She asked me to help her with analysis of the poems. She said she can not make sense of them. She said that she wanted to look at the poems first and then at the readings - because she's been accused of plagiarism. ...I said I thought this was a good idea but that I thought it was fine to go to other readings when she felt confused - that it was important to see her own impressions, but she should not expect to understand everything at this stage. I asked lots of questions - I helped a lot with working out the answers to my questions for the first poem, but tried to get her to do it more for the second poem. ...She wants to bring in old essays to go over with me and to bring in a draft on Monday. 9/ Cancelled {Para 63}. She reappears later, where C models questions and encourages independence and urges S to respond to poems first herself before consulting others in her readings. And again, it is interesting that she fails to pitch for her appointment after C has tried to encourage independent work. Next time, S is late - but her draft shows some improvement, Came 2 hrs late with a draft on an analysis of [S] Larkin's poem 'Wants'. Generally, this was much improved on her last draft I saw. It contained much more of her own work. The introduction and conclusion were adequate - following our menu. ...With both poems, I tried to help her in her analysis by asking her questions. She tends to get an idea that she imposes on the poem rather than read from the poem - I tried to challenge

these. {Para 78} – C urges a change in habits. S returns for another poetry analysis and at this consultation, she practices her analysis in the Writing Centre: *As in the case of her 2 previous consultations (with Cathy) she came for advice on the interpretation of a contemporary poem. She was working through these in preparing for her exam on modern poetry.... She was having trouble in understanding parts of the poem, which stemmed largely from their dealing with concepts with which she was not familiar. I went through the poem with her and explained what she did not understand, e.g. the idea of a mirage due to the reflection of the sun's rays by the desert sand. She then gave, in outline, a brief analysis of the poem, from which it was apparent that she now understood it much more clearly. She will continue to come to the Writing Centre to 'practise' in this way until she has written the exam on contemporary poetry* {Para 90}. However, again she does not carry out her intentions. See also [FSU:11].

¹⁴⁹ FSU:9. This student's attendance was scant, thus rendering the consultations of little value. At her first visit, S had plagiarized and C explains about the practice and clears up S's understandings regarding referencing conventions. S reconsults a year later, and again, she has plagiarized, although C notes some improvement in S's writing. *When I asked her about it she just looked vague, and it was obvious that this section had been copied verbatim from some book, without her really understanding the concepts or how they related to her topic. I was disappointed to see this again in her work; I had warned her against plagiarism before. I repeated my warning and advised her to omit these passages, as she did not understand them and they did not seem to be pertinent to the essay, which in any case needed more focus. I tried to help her to achieve this by showing her what else could be omitted and what should be stressed in the comparison.. We also discussed her conclusion, but I was pleased to note that she had a better idea of how to approach this than was the case a year ago. ...In this respect, therefore, it was possible to see some improvement in her writing.* {Para 26}. S articulates her difficulties; *Says most of her essays have a problem of clarity* {Para 61}. C encourages a process approach to Writing Centre visits. S tries a redraft, showing some improvement, but only reappears a year later, where again, although her writing has improved, she has still plagiarized. *It sounded very abstruse to me and I was pleasantly surprised to see how well she had handled this rather complex assignment. The argument was well constructed and flowed smoothly to a logical conclusion; she had clearly overcome this difficulty since her first year. There was a certain lack of cohesion within paragraphs in places (breaks made at inappropriate places) but otherwise organization was not a serious problem. I did find some sentences difficult to follow because of poor syntax, but there seemed to have been a considerable improvement in this respect also, I was sorry to note, however, that there were still sentences here and there which had obviously been lifted straight out of literature sources, without acknowledgement and in some cases without comprehension. I had warned her so strongly against this before that it was hard to believe that she was still doing it. However, as with the other issues, this was far less widespread in her writing than it has been. Thus, in general I felt that this student had made satisfactory progress over the 3 years of her undergraduate career.* {Para 97}. She returns in the second semester, where there was some regression in her writing, but does not pitch again. *All in all, this was an unsatisfactory draft and I was so sorry to see that she had not maintained her progress in writing. There was still some time before the due date for the project, and she said that she would return with a revised draft, but she did not reappear in the Writing Centre before the end of the academic year.* {Para 110}.

FSU:8: Scant attendance. C's impression after first visit was that S was hard-working but needed to improve. Next consultation, C goes over part, leaves rest for S, *We did not spend much time here, partly because I felt that she could use what I suggested for the other two sections, in the conclusion, and also because she had to leave for a class. I basically suggested that the conclusion is the space allocated in the essay for 'tidying up' or pulling together the argument, as well as offering a final personal commentary or two.* {Para 33}. But it is clear that S does not intend to put much extra in, she continues to pop in just before the due date, *[S] came to see me today, so that I could have a quick look at her essay on Nervous Conditions, and make suggestions for revisions before she hands in tomorrow. Her essay shows improvement. ...I could see that she did not expect to have to do so much work, and she made a quick excuse to get away. I hope she makes those corrections.* {Para 55}. Frustrating to try to work with someone like this.

¹⁵⁰ FSU:5. S brings in references she has found, wanting help with her approach. C checks S's understanding of the topic, *She had done well in collecting references: she brought to the consultation a collection of seminar papers and a multi-author volume on the topic, as well as an article in a business journal. I started by asking her questions to make sure that she understood the topic. She did, but was not sure how she should focus her essay. I found that the notes she had made from her references covered all aspects of affirmative action (e.g. how it is implemented in other countries), instead of being confined to those aspects highlighted in the essay topic as it had been set.* {Para 13} and helps her to find some main points and suggestions for focus. *It was therefore necessary to focus her attention on these particular aspects. I then went through the prescribed chapter in the textbook, guiding her to those sections that were really pertinent to the particular facets of affirmative action to be covered in the essay. After that I looked at the literature she had brought and suggested that she focus on just 2 of the seminar papers, which supplemented the textbook in discussing the rationale behind affirmative action and the misconceptions about it, and 2 of the chapters in the multi-author book, which were devoted to identifying what had gone wrong in cases where affirmative action had failed and what was special about organizations where it had succeeded.* {ibid.}. But unfortunately, this is the only consultation possible for this assignment as S is running late. *I would have liked to have seen a draft of the essay so that I could address this question more carefully but unfortunately the assignment was due on 17 August, i.e. the Monday after the ensuing weekend, and therefore there was no time for a second consultation before submission of the essay. She said, however, that she would probably bring in a copy of the final version so that she could get advice on her shortcomings, which might prove beneficial in future assignments.* {Para 15}. S then brings a marked essay, wanting to know how she could have done better – showing an attempt to try to learn from her own efforts – C counsels and advises. *Although the consultation was long (I repeated myself often, maybe because of the hurried draft reading) the main issue was that despite all the hard work, [S] was answering a question different to the one that was asked of her - she had gotten the focus wrong, a pity because of all her work. ...A lot of the consultation was encouragement to her, she was feeling uncertain about how to discriminate material/issues. My only response was practice! She seems very capable, trying to do too much some times (like too much reading, expanding the task at hand). For e.g., she was considering rewriting the assignment, I advised against it as the Dept probably does not have a rewrite policy for first year students. [S] could become a regular client.* {Para 25}. Then S comes asking for help with note-taking – but C realises that S's idea of her problem is not her problem! *When I asked her to tell me about one of the subjects, she rattled off her facts! It turned out that her problem is not actually one of taking notes - what she does obviously does work for her!* {Para 44}. C comes to the conclusion that S is in need of a sounding board mostly. S was, in fact, deeply depressed at this (late) stage, and it became a losing battle; *Courses: History got a supplementary, Language, law & media (last semester) surprised she got a DP but gave up and did not pitch for the exam, People, work & organizations (last semester) - same, Sociology failed. Finding it all difficult. Too much at once* {Para 60}. C counsels, *I asked her why she wanted to continue: accomplishment, to become educated and other options possible later - this would be a base to build on. We talked around options and motivations and a possible plan of action. ...Made another appointment but she did not pitch* {Para 66}. Although S failed to make the follow-up appointment, at her next visit she did report on having taken some action to counteract her depression – following some of C's advice. *However, she was not able to catch up. Had 3 tests - tried, but did not catch up. But at least she wrote. Results next week. Ell, Bus, Sos. Handed in history essay, but not finished! 2nd essay coming up - come and chat when questions given. Now 2 essays and a Bus tut due.* {Para 78}. Her depression set in and handicapped her. *Will check in on Tuesday. - Overslept - rescheduled* {Para 91}. It is unlikely that she passed the year – it seemed simply too late to help.

¹⁵¹ MSU:5: A capable student – tho he did not always address the questions. He first came in having misunderstood the task, C explained and he made arrangements to return with a new draft, *Where only a one word answer would have been sufficient [S] went on to write a whole essay!!! He obviously did not understand the task. I found out that he had not consulted his tutor or even friends. ...I went through the questions with him*

and he seemed to have understood. He asked to come again so that I could check if he had indeed done the correct thing. I made a booking for him. {Para 12}. The new draft was fine. {Para 23}. He then brought in a first draft of a new assignment – where it was apparent that he had not done enough readings, *When [S] consulted me on his first draft of the Chemistry assignment on soaps and detergents it was very evident that he had not done enough reading. He had confined himself to the first reference on the list and seemed to have only skimmed that, as he had not found all the salient points in this particular article, which was exceptionally clearly written.* {Para 36}. He promised to return, but did not. Again, he came with a draft – well-written – of a new assignment, *This very hard-working student presented a well-researched and nicely prepared essay. The Macro planning was well conceived and easy to follow.* {Para 57}. But later appeared with a draft, again having done not enough reading – which C pointed out: *As in the first assignment I had the strong feeling that he had done little or no reading on this aspect, but only on the facets of the subject that interested him. I therefore had to explain the level of detail required here and show him where the pertinent information could be found in the readings. This student will have to learn to identify and maintain the focus of the topic if he is to improve his writing skills,* {Para 80}. Then a new draft of a new assignment where he had understood, but not addressed the question – C pointed out minor issues such as grammar and referencing and dealt with others with the S {Para 94}. And there was another cycle; *[S's] paper on lobola in early iron age communities was well structured and lucid. ...My only criticisms were on the introduction. It was stated in a way that seemed to fall short of addressing the question, although this fear fell away once I completed reading the paper.* {Para 108}.

MSU:12: This student kept promising development – showed much enthusiasm at first, but did not keep it up. At the beginning he was very keen on C's ideas for new methods, but he did not actually follow them. When he first came, it was over his first assignment at university. C and S got to know each other through a discussion on his practices: *This student was very excited about this (his first) assignment at university. He was expected to write an essay, which a friend would read. It had to be a personal account of his experiences with language at UCT. Before we discussed the topic, we talked a bit about the way in which he prepares to write essays. He said that he normally writes an introduction, body and conclusion, and that he does not really prepare...instead he writes as he thinks. I introduced the ideas of brainstorming and mind-mapping to him as a way to better prepare for future tasks like the one at hand. He was very excited about this and wanted to know more.....I used his essay topic to illustrate possible ways of preparing to write a first draft from a mind-map which together we had constructed. We had very happy with this exercise and promised to work on a draft over the weekend and to bring it in on Monday.* {Para 11}. S seems to have enjoyed the consultation. When he brought in his draft, C responded to it. She detected some confusion in S with regards to the demands of academic writing, *Relied too heavily on secondary sources....I therefore discussed linkage with him. He explained that this was the first time he had heard of this and was very pleased that I had shown him what it was. He seemed very confused about the demands of academic writing.* {Para 25}. C responded to a further topic discussion and a draft in another two consultations, but his development is left hanging – he does not return, *Unfortunately, [S] does not seem to be able to connect with the idea that he needs to be looking at how these differences arose. I suggested he speak with his tutor about clearing up the task for him.* {Para 47}, *During the consultation we spoke of links and the integration of [S's] own voice.* {Para 86}.

MSU:16: However he wanted me to explain the topic to him to confirm whether what he thought matched with his thoughts. *When I asked what he thought the question required he told me exactly what I would have told him.* {Para 11}. *The only good thing was that the essay contained some good ideas which needed extensive rearrangement.* {Para 21}. *[S] came again with a different assignment. The essay was 'You are the person whose experiences you remember' The question was really tough for someone who was struggling to string just two correct sentences in English. I found the question tough for me and I had to ask him a lot of what they had covered in the lectures. Finally we were both having to read a few extracts from his course reader during the consultation. When I had got the gist of the matter I explained to him and also asked that he talks to his tutor as well. ...A second appointment was booked.* {Para 31}. *[S]'s draft was somewhat better in that one could [pick a few good points in the essay but his poor use of the English language severely affected his essay. I was glad that after consultations with the tutor he now understood what the essay required.* {Para 42}. *This time [S] was in a jovial mood and had lots of good ideas. He had listed down some of the crucial points needed to be addressed by the essay. I just helped him on how these points could effectively be presented in an essay...We arranged that he makes a second booking and bring a comprehensive draft.* {Para 52}. *[S]'s draft showed that he understood what was required from him but that he struggled to put it in good English. Again we went through his problem of using very long sentences. I helped him with general grammar problems. Still the essay was not too great but much better if the corrections were to be dealt with. Unfortunately the essay was due the following day!!!!* {Para 60}.

¹⁵² **MSU:3** first came asking for advice on essay writing in general and specifically about referencing. {Para 13}. He came a couple of times for general help and then again on approaching a topic. Here, C prompted S, *[S] and I went through the list of questions, and I asked him to give me his responses to the questions. I would then open up the question to debate, so that he could broaden out the topic. We did the same with the section on language* {Para 34}. S then returned merely 'wanting corrections', however, C is concerned about his English abilities and advises extra lessons. They also discuss his draft and C advises that he consult the Writing Centre through the process of draft writing. *I feel that he needs more intensive work on his English, let alone his essay writing, than I can provide. I did, however, go through his work, made the necessary comments, and then discussed it with him. He said that he would follow-up on my suggestion, but would still like to come back for feed-back on his assignments. I agreed to this, but advised that in future he should try to do this from the beginning stages of the draft i.e. the question.* {Para 58}. S is late for his next appointment, and rather than bringing the assignment draft expected, he asks for help with his CV. *It is clear that he has no sense of how one should write a CV.* {Para 67}. He was late again for the following consultation and had forgotten the topic. After some prompting from C and some discussion, she suggests they look through his reading, a play, together. *Unfortunately he did not have tutorial notes that would illustrate what the full scope of the question has to be, so we had to plod along with what his sense of the whole project should be. I suggested that one way of looking at the relationship would be to identify key passages where Hamlet and his mother engaged, and to lift out common threads/themes. When I suggested this it became apparent that [S] was not very well grounded in the text since he could not off the top of his head think of a passage or two that would illustrate my request. I then suggested that we go through the play to see if we could do this together, which he readily agreed to.* {Para 79}. It is clear that S is lost. C reflects on her approach and regears; she tries further prompting, but S seems to have problems beyond language difficulties: *When we found a passage, the one where he confronts his mother for marrying his uncle so soon after his father's death, [S] was at a loss to extrapolate secondary meanings from the passage. All he could do was work with it on a contextual level. I decided to re-group at this point since it became obvious that my interventions were leading [S] out of his depth. I still held with my suggestion that he isolate key thematic areas, but the focus in the consultation now shifted to the draft he had brought with. It was a jumbled mess, and because I did not have time to read it beforehand, now had to speed-read through it, and highlight a passage to work with. In this passage, [S] makes the point that Hamlet's tone towards his mother is always angry. I asked him why he thought this was so, and his response was that she had done something to displease him. [S]'s response, although fairly on target, is that of a primary school child. ...On the occasions that we have met, I've been struck by how poorly he articulates himself, and I do not think it is only because of ESL difficulties. I think that [S] has learning problems which have not been properly diagnosed. I'm not quite sure why I say this, but something is wrong here. Perhaps the opportunity will afford itself to talk about this with him at a later stage. In the meantime he has an essay due in an hour (ibid.).* He is late again for the next consultation, there is also a series of no-shows. C raises these with S and he makes a further appointment, but again fails to pitch. {Para 93,103}. He repeats this cycle, consulting over a new draft but failing to pitch for the follow-up consultation. *He consulted on a draft of a modernist poem by Robert Frost. ...He will make corrections and return for an appointment on Monday, 15 September. 15/9/ No show again.* {Para 116}. *When he reappeared in the Writing Centre in 1998 he remained problematic* {Para 126}.

MSU:6: S is passive, but does develop slowly – taking on responsibility for his work. At the end of his first consultation, S plans to finish his

readings and attempt a draft. {Para 10}. He then consults on one section of his assignment – which he had drafted. C responds to this, however records that S was very passive and she had had to do much pushing. *The student was not active during this consultation and I had to prompt him to consider certain phrases and the logic of some of his paragraphs.* {Para 19}. He repeats this procedure with another draft. {Para 30}. However, when he does so, C finds that he had not followed her advice, and again that S was not active in the consultation and, she feels, could not have been benefiting from the consultations, *I feel that this is a problem student because he is far too passive during consultation. It was very difficult to get him to brainstorm for words and sentences and he tended to automatically agree with suggestions put forward by the consultant. I do not think he is benefiting from consultations in terms of developing his own insight and skills in the writing process* {Para 38}. In his next consultation, the following year, C helps S to find the main points in his readings. Here S expresses his gratitude to the Writing Centre, having passed his exams the previous year. *He was very pleased because he had passed all his examinations at the end of 1994, and said that he thought that his success in writing exams was in large measure attributable to the help he had received from the Writing Centre during the year.* {Para 47}. They deal with his draft – in which, by his own admission, due to struggles to express himself, he had resorted to plagiarism – at least he was engaging more in this consultation! *He also admitted that he had plagiarised the reading quite extensively, as he was having difficulty in expressing the important points in his own words. Because of these problems, he had not succeeded in distilling the essence of the reading into an appropriate concluding paragraph. Once I had studied the reading I guided him to what seemed to be the most important points that he had missed* {ibid.}. C helps him to summarize the readings and does make a note of the development evident in both his writing, and his confidence. *Having focused his attention on the parts of the reading dealing with these effects I helped him to summarise each paragraph and then to express the points in coherent paragraphs, giving him some words which were not in his vocabulary to enable him to do this without copying the reading too closely. I dealt similarly with the sections that he had plagiarised from the reading. He then understood the gist of the matter sufficiently to attempt to sum up all the effects in a concluding paragraph. This was a lengthy consultation but I felt that he had benefited from it. He is slowly acquiring more confidence about his academic writing.* {ibid.}.

MSU:1. At his first visit, C helped S to find the main points in his readings and this was what he expected in a consultation some time later, *As in 1994, the students had difficulty in finding the salient points in the prescribed reading* {Para 14} however, C does note in this record her feeling that this task is above the level of such first year students. *Although this task has been slightly simplified this year in that students are not required to write an essay but only 'short paragraphs', I am still of the opinion that it is too complex for a diagnostic tutorial for new students.* {ibid.}. At the next consultation, *We unpacked the topic. Talked about how the readings are to be used. Picked out examples of what to look for. Wants to return with a draft next Wednesday* {Para 20}. S does return and C advises him on his written draft. *I went over his draft with him. Talked about what the introduction should contain, how to reference, linkage of paragraphs and supporting his statements. I also pointed out that he should talk about the tribe itself rather than generalise from the readings - which he tended to do throughout his draft.* {Para 27}. The task is unpacked again in the following consultation and C helps him to draw up a plan for his assignment. {Para 37}. Again, *This was a 'walk in' consultation; ...He had no idea how to approach this essay, especially as he did not understand some of the key words in the title* {Para 46}, – C explained terms to S and S intended to return with a draft, however failed to do so. He pitched up later, again, without an appointment, and again needing help with his approach to the topic and understanding of terms – showing little evidence of being prepared to make an effort on his own. {Para 55}. Although again he promised to bring in a draft, he did not. S did not seem to develop.

MSU:19: A draft was dropped just before his first appointment; C felt ill-prepared and decided to reschedule, *I had very little time to prepare for this consultation because the draft came in about 20 minutes or so before the time. ...Instead of having him just sit there while I read the report, I skimmed through it and realised that I would need more time to go through it; therefore, I suggested that he reschedule so that I could give more detailed feedback.* {Para 8}. After reading it, she responded to the draft and S planned to return, {Para 16}. C notes at the next sitting that one section is markedly different from the others, *Unlike the other sections of his report, this part on Education and the RDP was remarkably different: I could not find a single grammatical mistake, the language usage was coherent and the ideas were clearly understandable; it read like a well written newspaper clipping. I realised that this must have been a section that he was waiting for from a colleague who presumably is the author. However, as it turned out he brought along another piece attached to his original draft and wanted me to go through it.* {Para 26}. S asks for a reread of the whole document, C complies but points out that she is not an editor, {ibid.}. There was a gap and S returned in his third year of Quantity Surveying, after his lecturer had given him an extension on the condition that he consult the Writing Centre over his language difficulties, C responded to his draft and explained some issues, but a lot of editing was needed, {Para 47}. He intended to return but failed to and there was another gap. He reappeared as a postgraduate student. C noted that there was much work to be done {Para 47}, and responds to drafts, however detects little development {Para 73}. A new C takes over and a working relationship is renegotiated – with a series of appointments being made {Para 73}. There is another gap and he reappears with his thesis – which is due in; C asks S to take her through his thesis, finds that there is much need for work on it and another series of appointments is made {Para 99}, but C is concerned; *I feel concerned - after the appointment [S] phoned to ask me to repeat the advice I'd given him on his introduction.* {Para 101}. S then arrives at the last minute again, *Brought in draft of Literature Review - too late for me to have a proper look at it. 44 pages!* {Para 110} – same issues, and no progress *Same as last one I saw - why not reworked?* {Para 135}. C's concern deepens: *This feels like too much needed too late - I do not think he understands a lot of what I have suggested. I feel deeply concerned....Has not had time to rework sections yet! I asked if he'd looked at the Study Methods book that I'd given him earlier - e.g. in connection with conclusions. - Not yet. Left his 'Analysis of findings'. - Where is 'Presentation of findings'?? Severe signs of stress - pain, lack of sleep, psychological disturbances. I gave him a pep talk on the need for adequate exercise, diet, rest, vitamins, etc* {Para 147}. C continues to respond, explain and clarify in as far as she is able, *Graphics are nicely coloured!...Needs clarification of what goes where. I did this - he said it's more clear to him now.* {Para 165}, *Left partly reworked chapter 2 - not finished whole chapter yet, and reworked notes for methodology section - we talked through this - ok ideas.* {Para 171}, *Language editing needed (- I ca not!!).* {Para 182}. Some improvement begins to show, {Para 188, Para 193}, and in the final record, C notes, *Well, there does appear to be somewhat of a breakthrough! Does he feel better? - yes but stressed out - has another assignment due tomorrow! Will try to make appointment tomorrow. - Phoned to cancel.* {Para 199}.

¹⁵³ **MFU:1.** In the initial consultation, C explains a section of his readings to S in simple English. C makes a decision on how information could be presented in S's writing (tabular as much as possible). *I went through the results of each test with him, using the simplest language possible, and ensured that he was able to identify the components present in the samples, on the basis of these results. In view of his language difficulties, I thought that tabular presentation should be used, and I therefore helped him to group the results and their interpretation into tables.* {Para 27}. Both agree to work in preparation for the following intervention and this is generally the case throughout S's series of consultations. Early on, S stumbled on a section, but claimed he was not prepared to do more, as it was already late. {Para 46}. It is clear that he needs English lessons, which he requests of the Writing Centre, but is not possible. *He obviously required tuition in English if he hoped to progress in his science studies. He asked if the Writing Centre could give him such tuition, but I had to tell him that this was not one of our functions.* {ibid.}. S's language difficulties slow him down in his reading – and his writing. He did consult L over his first essay, who showed some support, *He said this was the first essay he had to write and that he had spoken to the lecturer concerned about the broadness of the topic. His lecturer had told him to write anything he liked or was interested in. At the time of the consultation the student had not finished reading source material for the essay but wanted some guidance on study techniques because it was taking him such a long time to read. In addition he wanted help with what the introduction and conclusion of the essay should contain* {Para 57}. C refers him to the departmental handbook for specific guidelines and outlines elements of essay writing for him. S then brings in a scruffy first page of a draft and C advises on it. {Para 64}. Already late, S leaves the

next part of his draft. {Para 71}. At the beginning of the following year, S is keen to overcome his difficulties. He has enrolled at a language centre, but does not find it helpful. C explains how the Writing Centre works, and explains some of S's language errors and reworks sections together with S. *He mentioned that he just passed last year and that he is already running into difficulties this year due to his problems with English as a foreign language. He does attend a language centre in Gardens once a week but finds it unhelpful. I did mention that we did not serve as an editing service, however I pointed out and explained his language errors, and together with him, reworked many sentences.* {Para 96}. S often resorts to plagiarism, due to his language difficulties and the effort required. When she first sees this, C explains the conventions around referencing and plagiarism, but S feigns a lack of concern, in defence; *He also said that as they were just lists of facts, anyone could draw them up and so they did not need referencing* {Para 109}. L also gives some support. S expresses his intention to do a computer course, which C believes, could ease some of his language difficulties. C does a lot of editing – explaining her corrections to S, and she works with S where the meaning is unclear – she clarifies, questions and then helps to reword. S, on occasions becomes impatient and frustrated, and indicates his unwillingness to do further work on a draft. *Again, I ended up doing a lot of editing - but I felt I could not not do this - and I briefly explained what I was doing - in correcting spelling, concord, conjunctions, plurals, and word choice, (still mixing 'effect' and 'affect'). Again, there were places where his meaning was marred by his language, and we worked through these together.* {Para 126}. However, he does slowly improve in his writing, and there is a great improvement after he has been on a language course. At one visit, S asks in advance for help with a poster presentation and indicates his awareness and approval of liaison between C and his lecturers. {Para 140}. As agreed, S brings an outline of his poster to discuss with C. C makes suggestions which S likes and bubbles forth with ideas of his own. S has improved in his attitude and language and literacy skills. {Para 166}. It is also apparent that poster presentation is a good medium for him. During a very pressured period, S consults in preparation for thirteen reports. He brings drafts of three of them to one consultation, where he first explains them to C – and no conceptual difficulties are evident. He asks C to focus on language for his next consultation later in the day, *During this consultation he presented me with the drafts of the first 3 reports, and spent most of the time explaining the principles involved in the experiments discussed in them. He obviously had a clear understanding of the topics involved. He was not sure of some aspects of the method of presentation of the results and I advised him on their organization, but otherwise could not give him any guidance until I had studied the drafts. It was agreed that he would leave them with me for 2 hours and return for another consultation later that day. He asked me to focus on clarity of expression, especially in the discussion sections. He was anxious to eliminate any ambiguity arising from his linguistic difficulties. I promised to pay special attention to this, and proceeded to study the 3 reports in detail* {Para 184}. S makes appointment for discussion of next report. {Para 203}. He had struggled with one part and had approached L, who cleared up his misunderstanding. *When he left the draft for my attention he explained at length the principles involved in the statistical treatment; this was just as well, as otherwise I should never have understood the unusual process (ordination) used. He admitted that he had struggled with the processing of the results by this method, but after a long session with the lecturer the previous day he had seen the light. It certainly was a complicated treatment of the analytical data, and I found in reading the draft that I had difficulty in seeing how some of his conclusions arose.* {Para 216}. C reads and closely questions S to understand the results herself – after which, she concentrates on his syntax – to improve his clarity. C notes that S is transferring his learning across tasks. *Having ascertained what he had meant to express in his discussion, I helped him to develop his argument more logically. Finally, I turned to the ongoing problem of syntax, and helped him to rewrite some sentences to remove ambiguity. He made an appointment to discuss 2 more reports the next day; one draft was left for my attention overnight, and he promised to leave the other for me early the following morning.* {Para 231}. This pattern of working together continues, {Para 249}. and S even improves in syntax. They work against the clock under great pressure, {Para 256} and there is some regression at one point, where S did not have time to ask for an extension, and his panic affects his concentration. Again, C helps S to develop a logical argument and then improve his syntax. {Para 277}. He also resorts to plagiarism at this stage, *This was the first time I had detected plagiarism in these reports (though I see that Cathy noted it as an issue last year. I suspected that he had resorted to it again as a short cut; he said that he was 'getting very tired of all these reports, as he now had other work to do'. ...I warned him about plagiarising sources and helped him to paraphrase these sentences.* {Para 291}. and even forgets an appointment. However, he does manage to calm and heeds C's advice, being careful about plagiarism, *I was pleased to note, on reading the draft he had submitted, that he had taken my warning on plagiarism to heart. In his discussion he had been very meticulous in citing references for the various points raised. However, these references were not all listed in the bibliography at the end.* {Para 304} although his linguistic difficulties return. *Most of the consultation time was spent asking him about these concepts in order to establish, first, whether he actually understood them and, secondly, exactly what he had attempted to express in interpreting the results of his survey of the seaweed and fauna populations on rocks of different sizes. As has happened in most cases, his oral explanation of the phenomena involved showed clearly that he had no conceptual difficulties. Thus I could conclude that once again his linguistic problems, especially with syntax, were the reason for the lack of clarity of his discussion. Once I had ascertained exactly what he was trying to convey, I was able to help him to rewrite those sentences that had been difficult to follow.* {ibid.}. He also finds help for his writing elsewhere – with other students. *However, he said that this would be the last consultation on the series of reports for BOT305F, as he had enlisted the help of another student, who had already completed this course, to clarify his English in the last one. This would enable him to finalise all the reports overnight and meet the final deadline imposed by his longsuffering lecturer. However, he was now working on a research project for BOT305F, and planned to consult me again when he started the longer report demanded by this project.* {Para 315}. S brings a draft of a new essay, which is greatly improved in structure and English and C is pleased, *It was a joy to be able to treat these as the main issues, with the previously major problem of syntax relegated to a minor issue. He had obviously tried very hard to apply what I had shown him in the recent long series of consultations, and it was only a few sentences that were unclear or ambiguous due to syntactical errors. I was pleased to be able to congratulate him on this marked improvement* {Para 334}. Another cycle ensues. S intends to come over res. Report. Appears the day before due date. Made effort to present in graphical form. S explains research to C so C can help him reword to say what he means, *Much of the consultation time was devoted to explaining his research topic to me and the approach adopted, so that I would be able to understand what he was trying to convey* {Para 356}. S intends to work on it overnight and reconsult. {Para 363}. And there is pressure, with a tense consultation, where he has fallen behind again and they work back to back - with C reading one section while S is writing the next. The tensions show in his writing and C has to put much work into improving it – with her usual method of questioning S and rewriting together. But here, C also realises that there has been a conceptual stumble; S is in despair. *It was my unpleasant duty to point out this breakdown in logic to him, and this, of course, added to the general panic. It did not take him long to see for himself where his argument had broken down, and he was in a state of despair, as the report was due by the end of the day. (Why, oh why, does he always leave himself so little time when he knows that he has problems in writing reports?)* {Para 376}. S makes a next appoint but cancels because he has not finished – he had discovered further invalid assumptions in his writing and was working with a friend. {Para 381}. S reports on good marks and managing to submit difficult report. {Para 392}. He asks for advice on writing exams. {Para 400}. There is a further cycle, *He actually wrote the last section, on the evolutionary aspects, while I was reading what he had drafted of the penultimate section, on the proliferative mechanisms of the algae and their symbiotic relationship with the coral. His muddled thinking manifested itself in a lack of cohesion and coherence in these last sections; he was just frantically writing down points as they occurred to him,* {Para 424}. - with time pressure, *He eventually left the Writing Centre with 2 hours to go before the deadline, and he still had to produce a neat version before handing in the essay. When, oh when, will he learn to plan his time in working on an assignment?* {Para 434}. *I noted the same correlation of degree of panic with incidence of incomprehensible syntax: his introduction and methodology sections, which he had obviously written at leisure before or during the weekend, were quite well written and coherent, and the results of the survey were clearly presented in graphical form. However, the discussion was almost entirely incomprehensible. I asked him to explain to me verbally the concepts involved and*

what his interpretation was of the experimental results and, as has happened so often before, he spoke lucidly and with obvious conceptual understanding. Thus, the problem was definitely his usual one of forgetting, when under pressure, all he has learnt about writing in English. I felt less sympathy for him than before as he is his own worst enemy in this respect - if only he would learn to manage his time properly he would not have such difficulty in writing up his work {Para 448} - C is losing patience, but still questions and rewrites with S. {Para 475}. There is a gradual improvement in his language, with fewer vocabulary errors. {Para 486}. S begins improving in time management and in structure, {Para 499} and S is left to rework sections more on his own. {Para 524}. Writing still becomes muddled when he is under pressure. When he came for his next consultation, [S] was starting to write a major report ... *There had been some delay in collating the results obtained by different groups, who had each been responsible for a different aspect of the investigation, and therefore he had been unable to start writing the report as a whole. However, he brought the section on methodology for my comments. This was very muddled and not at all explicit. When he came for the consultation I had a list of questions to put to him, as I hoped that asking him to explain the various techniques orally might help him (and me) to clarify the obscure parts of what he had written. This approach has worked well in his previous consultations. However, this time it did not work and, in fact, the approach proved to be something of a disaster. It soon became obvious that he did not really understand the principles underlying some of the methodology, especially where chemistry was involved, and had merely followed 'recipes' or accepted them from other groups without thought as to the reasons for certain steps. I told him that he could not possibly expect to write a satisfactory report on a third-year project, in his major subject, without fully understanding what he was writing about. He became very tense and showed annoyance at this; I think that he had hoped just to discuss the results, even if he did not really understand how they had been obtained.* {Para 537}. C notes some improvements in writing and presentation of results. S exhausted. *He was in a state of exhaustion, having had little or no sleep the previous night - to the extent that at one stage I had to rush to the kettle to make him some tea, as I feared that he was about to collapse.* {Para 574}. When he is late for a later assignment, C is less concerned due to the improvements S has evidenced. {Para 588}. Although habits continue. {Para 607}. However, when I read through the draft and studied the guidelines given to the students for this report I realised that he had very little idea of the requirements of this particular task. He obviously had not understood the guidelines, as he had omitted some important sections specified for the management report. {Para 624}. Conceptual understanding is there but gaps in info given in report. And time pressure *When he arrived for the consultation it became apparent that the concept of an executive summary had also defeated him. As the report was due the following day (an extended deadline), and the 1996 lecturing programme would end on that day, this was an even more desperate situation than those he had experienced with his previous reports* {Para 634}. C points out gaps, S explains to C and they draft together. During one session, after listening to S explaining his argument clearly verbally, C suggests he use a tape recorder, S takes to the idea. S receives positive feedback from L - and is very pleased. {ibid.}. He begins to make plans for his future. He then writes small reports on his own, and consults on his major one, in which there is improvement. *It was apparent, therefore, that he had now succeeded in transferring the lessons learnt from all his earlier consultations to this new task - a sign that 'deep learning' has at last taken place* {Para 670} *When [S] returned with the missing sections of the report, I was surprised to find that he had also rewritten parts of the discussion. He explained that my questioning the previous day had made him realise that he had not made explicit the fact that he had used his own initiative in his approach to the interpretation of the research results. He had invoked theories of species interaction to explain the species distribution patterns in the sediment samples; these patterns were not satisfactorily explained by considering only environmental factors, which was the premise on which the project was based. I had not realised that these were his own ideas and agreed that it was essential to distinguish his own voice in the discussion of the results* {Para 704} - realising he had not given himself credit for his ideas, S had rewritten some extra parts. In the last consultations, S is coping better with pressure; learning has taken place! Finally, *he told me that the report was to be written in the style of a journal article and therefore was to be prefaced by an abstract; he was not sure how to write this. I therefore explained the purpose and format of the abstract, and he drafted this under my guidance during the rest of the consultation. The deadline for submission of the report was the next day, but he seemed to be coping with the pressure much better than before. He was still capable of lucid thought, which had not always been the case under these circumstances in the past. In general, I was very pleased with what I observed in [S] and in his writing in these 2 consultations, probably his last at UCT. It seems that our long journey together has not been in vain* {ibid.}

¹⁵⁴ MFU:2. S walks in with an assignment due the next day. C points out a better way of using the Writing Centre. S had plagiarised but understood the issue when C pointed it out. S is keen to learn about the writing process, and he relaxes with the understanding, but is perturbed about the further effort required. He was however, exceptionally bright, and quickly grasped the concept of plagiarism and that he had plagiarised a great deal of his essay - (partly on plagiarism.) He also understood that he had been 'cutting and pasting' other varied scattered pieces of text material which I explained was not the best way to go about writing an essay. He wanted to come back and learn more about the essay writing process. But for the rest of the time we went through his fairly dis-organised draft and I took him through the various sections. ... *The student started to relax as he understood the material and what was required of him in the assignment. But he was worried when he realised that he'd have to rethink and rewrite the whole thing before the next day. However he realised that he'd have to if he wanted a decent mark. ... We made an appt for the next day.* {Para 11}. After the first consultation, he returns with an impressive newly drafted essay and makes plans for the next in advance. And he came back after rethinking and rewriting the whole assignment. *He had placed it in the box an hour earlier and I had had time to read it. I was impressed by the dramatic improvement from the previous day's draft. ... We both agreed that a 3rd draft would have been ideal, time permitting, but that this would do for now. ... Finally he said that he had an assignment due in May that counted for 20%. He had chosen the topic already and we agreed to set up an appt well in advance so that he could begin the assignment in the correct fashion. He was eager to avoid the May rush and was planning to have the assignment completed by April.* {Para 23}. C and S work on it, agreeing that a further draft would have been nice, but not possible. He makes an appointment to work on his next assignment - where he comes at the beginning of the process, to discuss his plans, *Student had come back to the Writing Centre to discuss his next topic well in advance of the due date.* {Para 33} but his follow-up consultation was left till the last minute, and his draft was off focus. *[S] had left this follow-up consultation till the last minute. He had presented a neat, carefully constructed draft but he was way off track w.r.t. focus* {Para 43}. S takes responsibility, *He admitted that it was his fault for leaving things till the last minute - this being a heavily weighted assignment. However I was able to compliment him on his general improvement w.r.t. essay writing* {Para 43}. S then comes in asking for editing and a (new) C tells him that the Writing Centre does not provide this service; S leaves and does not return. {Para 54}.

¹⁵⁵ FFU:1: Arranges to return after first consultation. At second, she was not managing and asks for C's help; *She had written some points, but expressed the fact that the topic was feeling unmanageable.* {Para 24} - Phrasing of this keeps S out of it! C gives guidance through an example of a means of organizing her answer to the assignment question. S schedules another appointment. She does have external stressors, but after three more visits, she still has no draft: *I saw [S] three more times when the assignment was not proceeding. She kept getting waylaid by doing a historical-based analysis. A lot of outside factors intervening, stress, she was behind on a lot of work. She did say she had got a note explaining her situation and had approached most of the departments/lecturers concerned. I persevered with this question as I thought she could do it, was waiting for her to produce a draft I could work from.* {Para 43}. Finally she manages one and C Gave her the go-ahead. {Para 52} - obviously having the power to do so!

¹⁵⁶ S was able to work on her own from the start, *At the time of her visit she had completed all the readings, taken notes and written 1 1/2 draft pages of her essay.* {Para 14} and take the initiative - she approached her lecturer for his opinion and considered this with C. In an early consultation, she works together with the consultant to try and improve her writing, *This consultation was spent trying to get the student to model sentences and paragraphs paying particular attention to linking her ideas. This was done through the use of her tape recorder, which I found a*

helpful tool. The student is trying very hard and showing improvement in developing her argument and expressing herself {Para 39}. She continues this on her own and the improvement is noted by C, *During this consultation the student stopped taping the conversation, I assume because she felt the actual consultation rather than the record of it was what was important. The student said she would bring us various drafts of this essay for our records* {Para 59}. In a later consultation, S had arrived with a draft of an assignment due that day, C still worked with her on this, *Looked over the essay with the student in terms of clarifying some of her ideas, changing the register where she was drawing on her own experiences and reorganising some paragraphs in order to create a more logical flow.* {Para 83} but C also notes, *In contrast to the first essay I had worked on with the student this essay showed improvement in terms of linking ideas. The student had done additional reading and seems more comfortable with this essay than the last one on Marx and alienation. I noticed an improvement in her writing in terms of introducing ideas, authors and on the whole a more logical flow. I also noticed that the student used question 'prompts' either within the text or in the margins and also provided herself with alternative words written above a particular word for choice/suitability. The student had wanted to include further information based on her own observations but the essay was getting too long* {Para 85}; she had taken on responsibility and this had proved effective. S went through another cycle – of struggling on her own, approaching her lecturer and then the Writing Centre and coming into the Writing Centre when her assignment was past due and wanting attention. Then for her next assignment, although she seemed to have grasped the topic and done some work, she still came to the Writing Centre 'for help'; C was supportive, but gave over responsibility to S. *I was quite surprised that she did not know how to approach the action of 'compare and contrast' that was obviously demanded by the topic. However, I explained this, and we then discussed the organization of the material for the essay. I suggested that she go through the readings and make lists of all points of similarity between the origins of the 2 disputes and all points of difference. One of the readings had emphasized that there were more of the latter, and she agreed with this opinion. I suggested that she discuss first the few parallels and then the contrasts, stating as her conclusion that she agreed with the viewpoint that there were more points of difference. She then proceeded to discuss at some length the social and political backgrounds to the 2 strikes, and I realized that she actually understood the topic very well and had covered the readings thoroughly. I was not sure why she had come to the Writing Centre for advice; perhaps she had merely wanted affirmation of the approach that she intended to adopt.* {Para 172}. S went through a further similar cycle and became independent.

¹⁵⁷ FFU:2: When she first came in, she only brought in the last page of her draft – she was rewriting an assignment and also asked for help with study methods. She came to her next appointment wanting a task and its requirements explained and promised to return with a draft – which she did not; S moves from being passive, *[S] did not bring in her draft in accordance with her booking. However when her consultation time came - she was there!!! She did not even have the question with her although she vaguely remembered it. I helped her with the question as I had handled a lot of other students with that type of assignment. She claimed that she did not know how to analyse given texts. I found this consultation very difficult as the student had not done anything on her part. In the end I resorted to giving her a general strategy of analysing the texts in context. I failed to establish her real problem as she often gave conflicting statements about what sort of help she really required.* {Para 37}, to making an effort, *This is an EFL student. She said she had not done too well on her previous assignments, and was therefore starting early on this one (2 weeks early!)* {Para 52}. There were various issues dealt with in the next consultation – over her draft and by the following visit, she had taken on responsibility, *[S's] essay was very interesting to read, ... The essay was well researched and the structure was fine* {Para 75}.

¹⁵⁸ One of the first students in a newly opened Writing Centre. She first came to speak about the topics offered for a Psychology essay, and have the vocabulary of these explained, *and the bulk of the consultation consisted of talking through the range of essay topics with her, and explaining vocabulary in the topics, so that she would be able to choose which topic to do for the essay* {Para 9} but she also raised some other problems, mostly around feeling culturally alienated at U.C.T. *She expressed a high level of alienation from the culture of a South African University, and felt especially that lecturers lacked any commitment to really helping her. She felt that she had been let down by various people in the past. It was also clear that she had no confidence in herself - she expressed a concern about the fact that her mark had been put up from 49% to 50% in Psychology I the previous year - i.e. she felt that she was in Psychology II as some kind of concession.* {Para 9}. Her C resisted somewhat from getting involved in S's non-academic difficulties. *My response to this was to try to disengage in a quite businesslike fashion, without ignoring the confidences she had bestowed on me. I did tell her, though, that the Writing Centre was open every day, and she could use our resources anytime, and as much as she found necessary. (I subsequently found that this had been a fatal mistake.)* {ibid.}. S returned soon afterwards for a topic analysis of a new draft – she had not tried anything on her own. C discovered that S, for want of better understanding, employed time-consuming but relatively useless techniques – at least, in terms of S learning anything; *It appeared to me that she was overdependent on the memorization of her notes, and did not have an overall conceptual understanding of the task. the notes themselves were ridiculously copious for such a short assignment, and were 'taken' not 'made' from the text. Upon questioning, it became clear that, despite the copious notes she had taken, she had not really understood the text* {Para 19} – except that they had 'worked' in terms of achieving marks – *When I raised this with her she agreed emphatically and showed me another essay where she had received 68% although she had not understood the material at all. From my brief glance at the essay, she seemed to have produced a superficially good piece of work, which hid the memorization and parroting by which it had been constructed. The tutor may also have been misled by the slick laser-printed appearance of the work, and had clearly not noticed that the piece was actually incoherent* {Para 19}. C steers S to better methods and puts responsibility on S to make a start (concerned about S's dependence on the Writing Centre). At the next consultation, S had made efforts of her own, but had failed to follow C's suggestions, *This was a very difficult consultation, as the student had made herself sick from overwork, and had actually not done what I suggested she should do in our last consultation* {Para 28} and in fact, she had not managed in her assignment. Almost like a battle of wills, C pushes S to try on her own – but in the Writing Centre, *I emphasised the pointlessness of reading extraneous material and wasting time for such a small task. I told her that she should not work for the sake of working, but that she should work and read with a purpose, that purpose being defined by the nature of the task she had been given. I also emphasised that she should not feel that she had to understand everything before she could start writing, but pointed out that important learning happens during the writing process. I suggested that she should begin writing here in the writing centre. She took 1hr to write one page, which did not really answer the question. I told her that she had explained various aspects of her answer to me yesterday, and asked her to repeat the explanation, and then encouraged her to write it down.* {Para 28}. *I was very strongly resistant to her not so subtle suggestions that I should read her reading and answer the question for her* {Para 28}. S goes elsewhere for answers, taking the best from both advisors. There is some difficult boundary setting. *I suggested she should write an introduction in the Writing Centre. She did not make much progress on this before she had to leave, but I was adamant that I would not give in to her pressure to answer the question.* {Para 37}. S then becomes concerned about her method (of including long verbatim passages from her readings as a means of covering her language and conceptual difficulties) and basically confirms with C that this is not acceptable. Consultations were long and slow and at one stage S made three appointments (with three different Cs) in one day to deal with her essay. In between these appointments, she did no work on her own – and C tried to push more responsibility onto S – who became irritated. *She wanted to continue where she had left off with the previous consultant. She had not gone off and done anything on her own. She wanted help in interpreting some quotes. Given that this student had become very dependent on the Writing Centre and was unwilling to try working on her own, I firmly explained that she had to attempt to paraphrase the quotes on her own and then return to the Writing Centre. I explained that she had to take some responsibility herself. She was annoyed with me and left the Writing Centre.* {Para 55}. Later in the day, at her third consultation, it was very clear that S did not want to take on responsibility; *The student had relied heavily on quotations which she did not understand. I attempted to address this by asking her to draw out the most important points or ideas and model a sentence based on her understanding of them. The student was very reluctant to do this and claimed she did not have enough time. It was clear that she wanted me to provide an editing service for her* {Para 63}. At this time, C gave some pointers, but left the work to S

(and set some boundaries on S's usage of the Writing Centre). S visited once more, again in a last minute situation and frustrating for the C, *I do not think this consultation was very useful, except for highlighting to her that there were problems with her understanding of the content.* {Para 71}. and S then stopped visiting for a while. She reappeared towards the end of the year – again, in a last minute situation, but with a new attitude, and her approach to her writing had improved. Here also, she began to ask questions – for example, around referencing. Generally C felt better about S – who appeared to be less dependant. *I felt less anxious about [S] after this consultation, as she had shown improvement and seemed to be taking responsibility for bringing this about, rather than playing a passive role and expecting the Writing Centre and/or her tutors to work miracles.* {Para 83}. There was one more visit - where C and S discussed aspects of her topic. [I should note that this S did express her displeasure at the Writing Centre in her 3rd year at a lecture where one of the Cs gave some input!].

¹⁵⁹ This S had made some effort on her own, but felt ignorant when she first visited the Writing Centre. C gave a lot of input and tried to encourage her to attempt her assignment preparation on her own, *Student had done readings but had no idea how to begin her assignment. ... Firstly I had to go through the relevant textbook reading with her and explain what conclusions were being drawn as she really seemed so utterly lost and confused. We discussed the material in a historical context. Then I told her to go away and do the question/answer section by herself before tackling the essay part of the task. I told her that things might gel a bit better for her once she had done this. She did not understand how to interpret the questions either, so I had to explain them and explain what was required of her* {Para 11}. This feeling of incapacity on the S's part and push by the C continued, *[S] came again about the same topic without having understood the readings. We spent most of the session reading the text together with myself explaining it to her. Then we looked at the question, which had to be broken into many parts before an attempt to answer each question could be made. I asked her why she had not brought a draft, and she did show me a very weak attempt of her own, (about 2 poorly-constructed paragraphs). I let it pass but insisted I required a full draft before any future consultations* {Para 27}. In fact, there was little development in S's writing and the sort of intervention she required – which was basically intensive language tutoring – seemed to be beyond the scope of the Writing Centre. *[S's] draft was very poor. The introduction made no sense and there were serious linguistic errors throughout that threatened the sense of her written work. ... I felt that I could not go on giving her such intense, time-consuming help when she was not showing any improvement.* {Para 44}. After consultation with a colleague, C speaks to S about the limits, *When [S] arrived I explained that it was not possible for the Writing Centre to deal with the complexity of problems presented in her English. She would have to commit to English lessons and spend a lot of time trying to improve her English. Our job was to assist with writing problems. When I found out that she had only passed one subject last year (Bus Law) and that her major was Linguistics (which she had failed) I suggested she go to the Careers Office for guidance and advice. She seemed to accept what I said without as much pain as I had in saying it* {Ibid.}, but continues to try to help; *Then we spent the next 40 minutes going through her draft in an attempt to shape the ideas into a suitably acceptable form of English* {ibid.}. This S did, in fact, get some help with language lessons and also reconsulted at the Writing Centre, showing some improvement in her writing, most especially when it was related to her pet field – that of Linguistics! It is through her own endeavours that she eventually managed.

¹⁶⁰ *All this took an hour, but she showed no sign of leaving even after this time. I had to read another student's draft and tried to terminate the consultation. She then asked if she could sit in the Writing Centre while she rewrote her essay. I foolishly agreed to this request. 3 hours later, at 5pm, when I was about to close the Writing Centre for the day, she brought me her new draft and insisted upon my reading it immediately as 'she had to hand it in the next day'. The revised version was certainly much improved, especially in that the focus had remained on the scene specified. There was no conclusion yet, so I made some suggestions in this respect. Grammatical errors were numerous in the new draft, as in the old, but I felt that this was a minor consideration compared with the conceptual problems and other issues that had been discussed. In any case, after a total of 90 minutes of talking to her (it was now 5.30 pm) I felt that I could help her no more that day - my powers of concentration were waning rapidly* {Para 58}.

¹⁶¹ *She returned at 9 the next morning with a completely new draft of the essay, incorporating the more focused analysis and also the conclusion that I had suggested the previous day* {Para 80}.

¹⁶² *When I looked at the appointment book I saw to my horror that she had booked 2 hours with me the next day (with her usual disregard of the needs of any other student who might come along!). She is so very demanding that I am of the opinion that she thinks she has 'bought' our time and is determined to get her money's worth, in view of the fact that foreign students now pay much higher fees.* {Para 176}.

¹⁶³ *She said that she would bring in a draft of an essay on Jane Austen's novel 'Pride and Prejudice'; both that and the essay on the Matthew Arnold poem were due on Friday 30 May. As usual she was running late and would, I feared, be expecting me to rescue her.* {Para 160}.

¹⁶⁴ *It was late in August before [S] consulted me again but she saw Mervyn, Antoinette and Ina in quick succession just after the start of the second semester. Because she is so difficult to deal with we had decided on a duty roster! Now my turn came up again* {Para 335}.

At the end of this marathon session she was anxious to go off and type the essay (due the next day). It was then after 4 pm. she wanted another appointment early the next morning to discuss the 'Pride and Prejudice' essay, which she intended to write that evening. I booked her to Ina at 8.30; despite her entreaties, which amounted to commands, I was not prepared to come in before my scheduled time just to accommodate her. This did not please her at all. I suspected that she would not keep the appointment, and indeed she did not. She subsequently made 2 appointments for the following week, but kept neither of them. She now seems to regard the Writing Centre as an insurance policy, to be kept available for use only if required. {Para 236}.

¹⁶⁵ *She is notorious for extracting the various interpretations of poems from the consultants and reproducing them as her own. Fortunately, I was warned about this beforehand so I let her do most of the talking/analyzing...asking her things about what she thought the main ideas of the poem were, etc. When I made certain remarks about the poem, she would even want me to write these down so that she could take them with her after the consultation. I insisted that she make notes for herself and that she should not take my views as the only or correct ones but that she should attempt to interpret the poem as she understands it. She promised to return with a draft* {Para 285}.

A tut assignment. Mervyn had seen her on the same task. She has this habit of using different consultants on the same task to see how much information she can get. I offered no new information in terms of themes, only that she needed to focus her attention on developing a logical argument with the themes she had {Para 303} – and again: *She basically wanted me to edit her bibliography, and mentioned that she was in a hurry to hand in the essay before 12 today. I insisted that we go through the bibliography together with the Visser handbook. She was not very pleased with this but I reminded her that we were not an editing service* {Para 313}.

S had come to expect certain responsibility for her tasks from this C – who does not fail her! As usual, she wanted me to go slowly through each poem, line by line, explaining the meaning of words she did not understand, as well as the broader meaning of the line in the context of the poem {ibid.}.

¹⁶⁶ *After some consultations with Antoinette and Mervyn, [S] returned to me yet again. This time the work to be analyzed was Alice Walker's book 'The Color Purple' ...I was pleasantly surprised when I saw her draft (yes, she did have one this time!). She had selected what seemed to me to be significant points to highlight and illustrated them with apt quotations from the book so that the points were well substantiated. The language in her writing was surprisingly good (though I could not help wondering whether it was her own) and I noticed that there was an improvement in cohesion and coherence* {Para 369}.

¹⁶⁷ *She felt that the author wished to give commands but had chosen this as a gentle way of doing so. If this was her own thought (one can never be sure with [S]!) it was very perceptive. I suggested that she find some appropriate quotations from the poem to illustrate and amplify this argument, and managed to find some lines that were fairly comprehensible to me to serve as examples.* {Para 390}.

¹⁶⁸ She had now managed a line-by-line analysis and her interpretation of what was being expressed seemed quite feasible to me {Para 415}.

¹⁶⁹ Addendum: This was the end of [S's] long series of consultations on her ELL104W assignments. At the end of the year I was delighted to learn that she had passed this course, just barely at 50%, but still a pass. She did very well in French (71%) so possibly will major in languages other than English {Para 416}.

¹⁷⁰ After reading it I noted some small language errors, but overall the essay was quite good. The main problems I felt were in the organization. I suggested she introduce the first part of her essay and say why she is discussing Zefferelli's film first. (Because she had given a different order in her opening paragraph.) She accepted my explanation and made a note to do this {Para 438}.

¹⁷¹ **MHP:1.** (see profile in section 6.8: Organization outlining issues around making his own voice heard). Early on, C sets an agenda and responds to S's draft writing in detail. *At the beginning of the consultation, I outlined the main issues that I would deal with in going through the draft together and then we went through his draft in detail.* {Para 37} and this is the sort of process S came to expect. Improvements were noted in his later drafts, although there were similar issues. *His draft for this essay 'Data Resource Management: Management of Information as a Corporate Asset', was, I think, much improved on the first draft of his last essay. However, I think the issues we dealt with during the consultation were very similar to the previous ones.* {Para 117}. And this development continues. *Although the same old issues were dealt with, I noted an improvement in [S]'s writing - there's definitely an attempt to change his habits.* {Para 170}. At a later stage, C merely needs to point out old issues; S knows what to do. *The first few sections of this draft were well written and integrated (- with different references and own opinions), and nicely introduced and concluded. However as the draft progressed, the old issues came up - I did not have to deal with these in depth as he recognised them - and corrected himself at times.* {Para 176}. So C is a practice reader – and a sort of editor as well, at points. *With the first 3 sections, I felt I was merely editing - viz.: adding commas, long sentences, slight rewording (away from too-technical expression), queries on relevance of headings and necessity to divide introduction into subheads - but I guess that's his style, slight need for detail.* {Para 177}. S expresses the wish to ask his lecturer to do a draft reading – he is a bit nervous about this, but C encourages him. *[S] asked me about the ethics of approaching his lecturer to do a draft reading. I suggested he try.* {Para 181}. His next draft is greatly improved – he has followed C's advice, although there are similar issues, they have lessened. *He e-mailed his draft to me ...I was also impressed with the draft itself. There is a vast improvement in the way references are integrated - along with his own commentary - into the discussion. I went through the draft quite intensely, however, and although the issues were more 'minor' than previously,* {Para 195}. C edits and responds. {Para 197}. Now C feels that S needs to try reading through himself. *Time to try own editing - for elaboration, saying things more simply and some re-ordering for improved flow.* {Para 220}. There is a brief period of silence and then S returns with a new piece, where, again, there is evidence of improvement in his writing – albeit similar issues persisting, there is evidence that he has borne old advices in mind. *Although many of the issues dealt with are, as far as I remember, the same old ones, I noticed a vast improvement in his writing. There were some very well written parts - well explained issues, good and interesting discussions. Our consultation was fairly brief because he recognised most of the things I pointed out. At this stage, I felt it was very easy for me to fall into editor mode.* {Para 224}. S also approaches his supervisor for help with content issues. {Para 225}. He asks C to look at a new section. *Again. [S] left a draft of his whole report in my post-box. He asked me to concentrate on the last part (describing and discussing the case study) - as we'd worked quite closely on the first section already.* {Para 256}. There is another gap and a new assignment comes up, over which S consults. Here, however, he has regressed. C writes notes on his draft, S recognizes the issues, does not need them explained, decides to redraft and reconsult. *Generally it was badly written; badly explained - much clarity needed. Much left out. He came in early for the consultation and read through my comments. Said they all made sense - the consultation lasted a few minutes and we agreed that he would go and rework the section based on my comments on the 10 pages and our brief discussion and will reconsult next week.* {Para 262}. C responds to a further section and then suggests that S try reading through himself,¹⁷¹ *I suggested that [S] go through the rest of his draft - looking out for the sort of issues I had pointed out in this section. ...Now nice ordering of contents - good flow. I concentrated on the Case Study Section again. I tended to play editor mainly - dealing with the following issues:* {Para 293} and again, when C feels S could be independent. *Generally improved on last draft. Some well written bits. ...I suggested that [S] go through the rest of his draft - looking out for the sort of issues I had pointed out in this section. He's concerned about time now and asked me if I felt he needed to return to me - I think he should, by now, be equipped to do the final editing himself.* {Para 307}. He did return a couple of years later during his Masters degree – and again, there was a huge relapse but a faster recovery.

¹⁷² **MHP:2.** C and S get to know each other at the first consultation, discussing S's research and he leaves her a draft of his first chapter - which is over 60 pages! *At this first consultation he just told me something about his research project - the background to the problem, his objectives and how he had approached the study - and we discussed his plan for the thesis and how it might be best organised.* {Para 12}. C makes written feedback for S and they discuss her responses to his draft in a lengthy consultation. *These proposed changes were discussed in depth at the consultation, which was a very lengthy one at the end of the working day, when no more students were expected. After some debate it was decided that the section on the MOH-GTZ (Kenya-Germany) joint project should indeed become a separate chapter, especially as this project was not part of the problem in the Kenyan health care services but part of the solution.* {Para 23}. He leaves a draft of his next chapter - to which C again responds and they discuss, {Para 34}. and he then leaves a redraft of his first chapter. In this, he has followed C's advice and the organization and flow is improved, {Para 47} and he then leaves a redraft of the second chapter - again with improvements, yet similar but lesser issues than before. {Para 59}. S becomes anxious and C affirms him. S is especially concerned about the next draft he leaves for C (his third chapter), C in fact, finds it well-written and it seems to her that it may have been presented somewhere already. *It was well organised and the results of the survey were clearly presented in tabular and graphic form. These data were also well integrated with the text and were logically explained and discussed. There was not much to criticise in these respects, and therefore I focused on linguistic (mainly syntactical) errors for this consultation. I suspected that the work had already been presented somewhere (possibly at a conference), as the ideas were much better crystallised and more logically discussed than had been the case in the other chapters I had seen. Nevertheless he remained worried during the consultation, even though I made a point of complimenting him on the layout and content of this chapter. I think that he really needed affirmation of his views on the health care equipment situation in the 2 countries - after all, the exploration of this was the main objective of the thesis. He left a draft of the next chapter (mercifully, somewhat shorter than the others I'd seen) for his next consultation.* {Para 71}. S insists on what has become his regular slot for the following consultation - C is busy and thus fits him in after hours. There is similar treatment of his new drafts and redrafts and then C finds she is editing, however with a new draft of a new chapter, she finds he is again in need of a lot of input from her and after consulting on this, S then leaves her two drafts of different chapters at once - one new draft and one revised draft. *For his next consultation, ...he left a revised draft of the chapter on problems in maintenance of hospital equipment which had been the subject of his consultation a week previously, and a first draft of a chapter in which he explained the conceptual framework for the research.* {Para 108}. The revised one is much improved, and the new one is well written - although again, C suspects S has presented it somewhere already. *I felt rather nervous about tackling the chapter giving his conceptual framework, but this time I was pleasantly surprised, as this proved to be an excellent presentation, the best chapter yet in this thesis. The framework was clearly formulated in the mind map type of illustrations, and the text explained these well. The chapter was so well written that I wondered whether this was indeed a first draft or whether he had already published this material somewhere. However, he denied this, and I could only conclude that his mind worked effectively along these particular lines.* {Para 119}. (In fact in both instances, C was right - S had presented these as papers for journal publication and for some reason, took a while to reveal this to C). Thus it seems that the need for C's input is determined by the level of the draft (1st, 2nd, 3rd) or stage. *The short and apparently uncomplicated introductory chapter to the thesis turned out to be very flawed in several respects, and I had to give him extensive written feedback, especially on*

organization. ...I felt that he had tried to write this chapter too quickly, without giving it much thought. After a fairly lengthy discussion, in which I stressed the importance of a good introduction to a thesis, he realised this and decided to 'go back to the drawing board' in rewriting the chapter. He left me a draft of the next chapter, another 'short' one which was to follow the introduction and in which the specific research questions addressed in the thesis were formulated. He asked me to read this overnight so that he could return the next day and discuss it in the light of my criticism of the introduction. {Para 130}. On one occasion, S experiences a delay in supervisory feedback which worries him, [S] was now desperately trying to get some input from his supervisor on the chapters on which I had advised him to date. He wanted comments from him before revising these chapters for my further attention, in the hope that he would be able to incorporate simultaneously both my suggestions for revision and any his supervisor might make. He hoped to see his supervisor on Thursday, 17 September and therefore he did not leave any further drafts for me to read at this stage, but made a provisional booking to consult me again on 18 September. {Para 143} but after a meeting with his supervisor, he brings in two revised and one new draft! Due to the need for much input, C resorts to written feedback (thus getting stretched and stretched!!!), resulting in some marathon costs. I did what I could in the way of written feedback but had to wait until he came for the consultation to address some of the problems, especially those related to Chapter 3. The 4 hours preparation for this consultation necessitated a very late night on the Thursday, and I had no further time on the Friday as I'd had to ask him to come in the morning, instead of his usual late afternoon slot, ...This very long consultation (90 minutes; it could have been longer but I had to call a halt to get away for the funeral) was more of a 'think tank' or 'brainstorming' operation as we both considered how the thoughts he had introduced in Chapter 3 could be more clearly expressed, taken further and linked to the main flow of the argument. {Para 156}. C makes suggestions for the next discussion (as S does not have a draft to leave her!) He did not leave anything further for me to read before his next consultation, booked in his normal Monday afternoon slot on 21 September. I suggested that we use that time to consider linkages between chapters to improve the flow of the thesis as a whole. He agreed to this and I asked him to bring as many chapters as possible so that we could look at the beginning and ending of each in order to check this aspect. {Para 156} and S leaves three revised chapters for C to look at, focusing on the link and flow between them. She notes S's extra work and improvements on them. {Para 167}. They have a further session and together they draft a linking paragraph, During the consultation we discussed these points and managed to draft a paragraph to link Chapters 1 and 2. In the case of Chapter 3 it was eventually decided to leave this as it was and instead insert a paragraph at the start of Chapter 4, linking the next sequence to the introductory one. I suggested some ideas for this connecting paragraph. We decided to repeat this type of approach in checking Chapters 4-6 for coherent flow at his next consultation {Para 168} and S is to try the same for the next three chapters. Similar methods of treatment follow, {Para 183, 193, 197} as well as with a paper accepted for publication, {Para 208} and a second one. Unknown to me he had also submitted a paper to the East African Medical Journal in Nairobi, also on the findings of the cross-national survey (so he DID have another one up his sleeve, and he had just received notification that this had been accepted for publication. The galley proofs had been delivered to him by courier that day and he brought them to the consultation. {Para 237}. S also brings in his concluding chapter and redrafts of the first two chapters - for C to check that they concur. He had now attempted to draft the concluding chapter of the thesis and he left this draft for my consideration before his next appointment, on Monday 12 October. He also left the first 2 chapters, so that I could read these again in conjunction with the concluding chapter, in order to ascertain whether or not he had succeeded in addressing all the questions that had been posed as research questions in these chapters. {Para 238}. Similar treatment of further amendments continues. S struggles to transfer advice across tasks. I was disappointed that he had not transferred the similar advice I had given him in dealing with his early drafts of Chapters 4 and 6 to this case, but felt that this was probably due to the fact that he was now getting too tired to think very clearly. {Para 249}. Further revised drafts are dealt with, with some relapses into old habits. He had lapsed into his repetitive style and the introduction was weak and unfocused as a result. I therefore helped him to condense and sharpen this introductory section of the chapter. {Para 263}. Patterns continue through a number of consultations, and eventually the final readings, with huge amounts of reading for the consultant. The amount of reading I was expected to do before his next consultation was very daunting, as it consisted of the entire thesis manuscript. {Para 342}. The huge amounts continue. C tires (!) and advises S to get a fresh reader - only to discover that he has already employed a second reader! I was by now really hoping that I had reached the end of my role as a consultant on this thesis. At this consultation I advised him to get someone else to look at it with a fresh mind, as by now I had read it so many times that I feared that I was going into 'automatic pilot' and might be missing areas where further improvement was possible. He told me that he did have a friend who was a journalist and that he had sent her the concluding chapter of the thesis by e-mail. She had already sent her comments by the same medium. I was pleased to hear this, but it seemed that I just could not extricate myself. He produced a printout of her comments on the chapter and asked me to 'consider' these before his 'regular' Monday appointment on 23 November. {Para 355}. However, he does not let go of C and they continue... Two weeks elapsed before [S] contacted me again, and I began to hope that he was, in fact, leaving the final polishing to his journalist friend and his supervisor. However, this was far too optimistic. On Friday 4 December he reappeared in the Writing Centre and announced that he wanted me to go through the rest of the thesis and check on the journalist's suggested amendments to ensure that these changes would not alter the sense in any way. Thus the fear expressed in the previous record, that I would have to read through the whole thesis again to check on her comments, proved to be justified! He gave me the first 3 chapters on the Friday afternoon and wanted to come to my home to collect them during the weekend; however, I drew the line very firmly at this and told him to come to the Writing Centre on Monday afternoon as he had been doing. When I arrived at work on Monday 7 December I found that he had left a further 3 chapters in the post-box during the weekend. It was his turn to be over-optimistic, as I was only able to get through Chapters 1-3 (which was all I'd promised) by the time he came for his consultation at 3pm. {Para 381}. C merely marks the amendments - indicating some signs of withdrawal (at last!) and S becomes more demanding - with lots more reading expected of C, C skim reads - feeling her role is exhausted and it is now up to S and his supervisor. Once again he tried to push me into reading more than I'd agreed to do before his consultation the following day. When I arrived in the morning I found yet another large envelope awaiting me in the post-box; this contained the journalist's comments on Chapters 7 and 9, as well as Chapter 13 (which I had already been through at the start of the current exercise on 20 November). ...I only skimmed through the last chapter; it seemed fine to me, as he had implemented all my recommendations regarding which of the suggested amendments should be accepted. I felt that it was now up to him to decide whether or not he was satisfied with the amended versions of these chapters, and made this very clear (I hope!) at the consultation. I told him that if I was now expected to check the entire thesis again after every little correction, this could go on indefinitely. He seemed to take this point; he was, after all, anxious to finish and submit the thesis. I felt that he was depending too much on me to do what his supervisor should be doing; there had been no further input from that source, as his supervisor was absent on sick leave. {Para 394}. Although S takes her point, he begs her to do his last few chapters - there is no respite! (to my disappointment) he told me that he expected to get Chapter 8 back from the journalist that evening and would put it in the mailbox. I therefore had to book his next consultation for the following day. {Para 399}. C puts in hours of work for these consultations, and even at the end, it was exhausting for her - there is a battle of demands Now that we had worked through the entire thesis in the light of the journalist's comments, [S] planned to make all the changes that we had agreed to accept, and then to format the various sections of the manuscript and combine them into book form, in preparation for the final submission of the work as a thesis. His supervisor, still convalescing, had not yet looked at it, so he thought that he would present him with this final version instead of expecting him to read it piecemeal, in the hope of getting some input from him before the final submission. I hoped that now my role really was at an end... but no! He wanted me to read through the entire book before submission. I told him that I was not prepared to do this, as it would amount to proof-reading, which was not my function. All I was prepared to do was check on continuity in the combined manuscript. He agreed to this and said that he would phone me when it was ready. He hoped to produce two copies, one for his supervisor and one for me, and then to incorporate the comments of both of us before binding and submitting the thesis, which he planned to do before the end of the year. {Para 421} -

in fact, with little protection for C. A two month break occurs and then a huge final draft arrives. *When he ultimately presented me with the result for my final inspection I was daunted by the size of this monumental work: 362 pages of text (plus many pages of front matter such as glossaries, Table of contents etc.), 40 pages of references and 250 pages of Appendices (of which about 100 pages were devoted to the entire Essential Equipment List for hospitals of various sizes). He wanted me to check it mainly for continuity and correct integration of table, Figures etc.* {Para 435}. C does a final skim read, S submits and expresses his gratitude to C. {Para 448}. There is a last consultation over a new document - based on his thesis, {Para 449}. before S graduates with his Ph.D.

¹⁷³ **MHP:3.** An overdue draft was left for his first appointment. He was waiting for feedback from L: *Left a draft - which was due 2 weeks ago. He got an extension and has handed it in today - so when I see him on 2/4, he'll also have feedback on it from [sup]. ...Said I should not worry about spelling and grammar - he'll take care of them* {Para 13}. Later, he consults over an assignment due imminently; *This essay - no draft, has notes and done readings. ...found stacks of information* {Para 60}. *Does use a dictaphone for 'flash ideas'. Too much tripping up of self.* {Para 67}. *May leave a draft on Sunday and may ask for extension.* {Para 109}. *One of Cathy's clients, he was forced (reluctantly) to see me when his next essay fell due when Cathy was away. ...The essay was due to be handed in at the Thursday seminar for this part-time class the following day; this was an extended due date for him, as he had been away on business. He was therefore under pressure to complete it, so that there was no time for another consultation on a revised draft. I was sorry about this, as I was concerned about his writing problems.* {Para 121}. C notes an improvement in his style, address and paragraph formation {Para 134}, but S continues to skimp on work: *I ran through my comments then he said he did not want to work too much on it - so what should he do before handing in tomorrow* {Para 141}. And he did not return.

¹⁷⁴ **MHP:4.** S leaves a draft for his first appointment, C notes it contains a number of plagiarized sections, {Para 23} and during the consultation she responds to it in discussion with S. S realises he needs to redraft and claims there would not be time to consult again, however C insists that he does, due to his particular issues, and he complies. *The essay was due on Monday, 28 August, and he planned to revise the draft during the preceding weekend. This left little time for another consultation, but I felt that this was imperative, owing to the serious misgivings I had about his ability to express his points without resorting to direct quotation. As the essay had to be handed in only by midnight on the due date, I suggested that he see me again during the morning of that day and we made an appointment to discuss the revised draft then. He promised to fax it to me beforehand, so that I could scrutinise it prior to the consultation.* {Para 24}. His new draft is much improved and S expresses his gratitude to C as well as his intention to return to the Writing Centre on following assignments. {Para 35}. When the next assignment comes up, he comes to discuss the topic and his plans for the essay - although again, he is running late; his work requires him to be sent all over the country at short notice, and this affects his study schedule. {Para 46}. C helps him to draw up a timetable for his draft writing process and his consultations. *Working backwards from the May deadline, we drew up a timetable for the various stages of the work, and we then made a series of appointments for him to consult me at the conclusion of each stage. He planned to take study leave during the writing of the report, so that he could work on it full time.* {ibid.}. He manages a draft, which they discuss, as well as a revised one. {Para 59 and 70}. S decides to defer his graduation due to work demands, however, he does hear out C's responses to his last draft submitted to her. *When he learned that I had comments to make on the existing draft, which might help him in writing the final version, it was decided that he would keep this appointment in order to discuss the issues I had raised. Therefore, he did come to the Writing Centre as planned, and I was able to return the draft to him, with my comments and a summary of the main problems that he should guard against in his writing. He accepted the criticism in this spirit. ...He will now discuss the situation with his mentor in the Information Systems Department, [X], and plan his programme around handing in the T.R. in late September or early October. This will enable him to take his research further and check its applicability in the South African context. He will contact me again when he is ready to write up in earnest, probably early in August.* {Para 71}. There is a gap, and then C receives a 100 page draft in preparation for a consultation - in fact, she only gets half way through before he appears. He has managed to incorporate new information and reorganise the draft himself. {Para 82}. He leaves a following draft and another. *on the advice of his mentor, he had included a collection of quotations from the literature survey, as well as some of the tables. He wanted to know where to place these, and I advised him not to include the material between 2 sections of the questionnaire as he had planned, but rather in an Appendix.* {Para 106}. C points out gaps in content - verging into a supervisory role. *More serious was the fact that he was obviously not up to date with education in South Africa, having used terms such as JC, Model C school etc, now disused (the former many years ago!) I tactfully drew his attention to these errors, and was very surprised that his mentor had failed to notice.* {Para 106}. C deals with further drafts of sections and notes some improvements and lesser issues. *This new draft was a vast improvement on its predecessors, mainly because he had implemented all my recommendations on cohesion and coherence. He had also succeeded in integrating the new information into the literature survey, replacing some of the more trivial case studies. The survey now read well and flowed logically.* {Para 118}. The roles of supervisor and Writing Centre consultant become less distinguished; S asks for advice on questionnaires. *He asked for advice on how responses to the questionnaire might be correlated for presentation in the report. It was difficult to advise him on this without seeing the general nature of the responses, but I made some suggestions.* {Para 120}. Then there is a substantial time gap - when S is sent elsewhere by his employer. A year later he brings in a new questionnaire, which seems fine. {Para 132}. C and S deal with further drafts, S struggles with the return of responses to his questionnaire and this holds him back for some time, as do further work transfers. *The next consultation centred around yet another new draft of the literature survey, to which more new material had been added, still somewhat indiscriminately. This, however, was not the main problem this time. I went through the whole draft very critically, as I was anxious that this part of the report should be finalised, and realised that the issue was now more than the integration of the new material per se; so much had been added on certain aspects (e.g. classification of Internet sites in a manner analogous to library classification, courses on Internet-based learning for teachers) that it had been necessary to create whole new sections in several places. This had disturbed the flow of the chapter to such an extent that complete re-organization was obviously necessary. ...Sadly, he reported that progress in the acquisition of data from his questionnaires had remained slow, so that he could not yet embark on the presentation of these research results. He was due to return to work the following week and therefore did not make another appointment after this consultation, as he did not know when he would have further sections for me to read. He hoped to do so as soon as possible, but as I write this report (3 weeks later) I have not heard from him again. I hope that he is not doomed to yet another lengthy delay.* {Para 182}. He did not return - he was sent off again by his employer!

¹⁷⁵ **FHP:1:** not totally IN to her studies - but wanted the qualification; S first consulted over an assignment for a course, which she said she was not interested in, but needed the credit {Para 13}. C and S spoke about her assignment and C included in her advice information on the technique of mind-mapping. When S appeared at her next consultation, she brought a draft and a mind-map she had used for her new assignment. C found that the plan (in the mind-map) looked good, but S had not, in fact, followed it. C and S discussed this, S was very interested in this topic (on schizophrenia) although C noted that S's readings contained some rather narrow views on the concept. S was going to proceed on her own with this assignment, but C made herself available by phone over the weekend should S need to contact her {Para 35}. S then consulted over a major course paper, arriving late for her consultation. C decided to work on the finer issues of language later and deal with what she perceived to be more pressing issues first - those around structure of S's argument {Para 86}. A later consultation over another assignment revealed further disinterest of S in her content. C and S discussed her feelings - C prompts, asks why S chose this theme and S responded that she was not interested in the other two options on offer and had felt that this seemed the easiest theme - she had found an article on the topic whilst browsing a journal and thus decided to do this topic. C looks for connection that may spike S's interest. S had managed to get some readings but concerned about their sources - which she did not know. C more concerned that S focus on the content of what they are saying at this stage. C and S work together to an extent trying for an argument. S to take this further on her own and return with a plan. {Para 120}. She brings in an outline - where she has managed to connect to the topic through her own case study - i.e. showing some initiative. But a lack of academic connectedness persists;

Feels better - more clear - to both of us. 'Should I use fictional characters?' (meaning making up their characters, not only their names). (Para 133). Did not reappear.

FHP:3: With help from supervisor also (C limited in ability to help with content), managed to develop in her second chance rewrite: S brings in first chapter and proposal – to show her intentions. C reads and prompts S in order to express in better language, *I started the consultation by asking her questions about the use of terms that were not explicitly defined, and from her answers we were able to formulate clear definitions for these terms. I adopted a similar approach in determining what she had been trying to express in cases where inappropriate words had been used, and was then able to suggest word that were more apposite.* {Para 20}. S makes appointment for next chapter. Leaves draft of part of chapter before next consultation and consults over her drafts through a series of consultations - managing to transfer C's recommendations when writing new section. Often, C prompts to help rewrite in better language {Para 55}. C concerned about the limits of her own knowledge of topic – gives S appropriate advice as able, *These were aspects which were obvious to an amateur like myself, e.g. the different tax years for individuals and for companies, so that I was able to draw her attention to the omissions. However, I was concerned in case there were further omissions that were not evident to the layman, and I therefore advised her to return to her information sources and ascertain that she had, in fact, included in the chapter all that was essential to the analysis and the subsequent discussion.* {Para 58}. S postpones writing of the discussion of her thesis – knowing that her coursework will be taking up most of her time for the next term {Para 66}. Actually she took on the rest herself – did not do well and was advised to resubmit due to the gaps that C had been concerned about {Para 78}. *She had decided to convert to the 2-year Honours programme, which would permit her to rewrite and resubmit her dissertation.* {Para 84}, and asked for help over the December vacation. C was tight on time herself but agreed to look over the thesis that S had submitted – but S failed to pitch for the appointment and reappeared only 9 months later. She had in the meantime got much help from her supervisor on her writing was greatly improved, *She had received a great deal of help from her supervisor, and the new thesis was a vast improvement on the previous version. It was far more interesting to read - gone were the pages of verbatim transcription of the Zambian tax laws that had been such a dull feature of the earlier version. The new version was well organised, clearly divided into sections and subsections, and flowed well. ... There was a good summary at the end of each chapter. However, her attempt to give a general summary in the conclusions was weak* {Para 103}. In the reading, however, C did detect some plagiarism – finding that S had not realised that this was wrong, was obviously copied word for word from a Government paper (source not acknowledged). *I asked her point blank about this at the consultation, and she admitted freely that these parts of the thesis had been copied from published sources. She did not seem very perturbed about it, until I explained that plagiarism was an academic crime, and she was likely to lose marks very heavily for it. (The point does not seem to have been made by the Department of [XXX]).* I advised her to paraphrase all the material she had copied. Realising that she might have difficulty in expressing these difficult concepts in her own words, I suggested that she bring me a draft of the new version. She accepted this suggestion with alacrity and made an appointment to consult me on this the following week. Fortunately, there was still ample time before the deadline for submission. However, she did not keep her appointment on 13 August and I wondered whether she was going to disregard my advice about paraphrasing the heavily plagiarised first chapter. {Para 120}. In fact, S did heed C's warning and appeared 2 weeks later with a new draft showing effort at addressing the referencing problems, *I was pleased to note that, although she was still relying heavily on the words of others in the chapter on fiscal theory, she had been very meticulous about referencing all the quotations.* {Para 142}. She had received further supervisory help and this reflected in improved writing {Para 150}. S then comes in asking for a last minute scrutiny from C – just over a couple of extra paragraphs that she had added – great improvement, *In fact, I was quite pleased to be able to skim through the final draft, in order to check whether she had rectified the errors in referencing. I was pleased to see that this was indeed the case. The linking paragraphs she had added (possibly on the advice of her supervisor) proved to be a marked improvement in that they certainly facilitated the flow of the argument. I found that she had also added some more tables and figures, giving economic data in substantiation of some of the points made in the thesis. However, these data were not referred to in the text.* {Para 169}. She came in later with a final essay – in which her development had been maintained; *The essay, on the structure of the futures market, proved to be very readable and interesting. The essay was well written, in general, with quite sophisticated use of language. I was not sure whether she had plagiarised, but she had cited references very meticulously and the voices of the various authors were skilfully interwoven, so that I doubted whether any one of them was quoted verbatim too extensively. Referencing was no longer a problem; she had observed the correct conventions and all sources cited in the text were listed at the end of the essay.* {Para 188} and C congratulates her, *Apart from these points, this was a good essay and certainly the best piece of her writing that I had seen to date. I made a point of telling her this and congratulating her on it. She seemed more relaxed this time, now that the pressure of the thesis was over. As she left the Writing Centre she promised to let me know how she fared with both the thesis and this last essay.* {Para 200}.

FHP:7: Certainly development in writing and confidence through consultation series. Hard worker - but very dependant: Brought in long draft for C to read. Felt she needed to get stuck into language immediately, C delayed this and suggested more holistic approach to draft writing process. S seemed to take heart from consultation {Para 28}. Plan of action set up over next 4 appointments. S comes to use Writing Centre as a home; *She sat working here for hours yesterday - having come in to check something out with me.* {Para 40}. She comes to depend on C but also puts in a lot of work herself, *She does seem to be very dependent on me doing lots of her work and I pointed this out. I suggested again that she look at other projects to see how research is written up.* {Para 53}. C gives S responsibility on typos and grammar check {Para 76}. C makes suggestions and leaves to S to work on. S does try, *This took me an hour of reading and still [S]'s research had not started. Very hazy boundaries. I suggested she rework this and we will see each other on Friday when we'll deal with the research section of her thesis* {Para 78}, *Again, she brought in her whole draft, however, I said I would just focus on the research section. Generally, it's looking much better. A nice looking division of chapters. Research began on page 6.* {Para 91}, *Need to edit for typos, punctuation, etc.* {Para 99}, *[S] has agreed to redraft this section and reconsult in order to work on the introduction and conclusion.* {Para 110}, *She brought in her draft too late for me to read, so we had a quick chat and she is to come in after I've read her draft.* {Para 120}. S makes some improvements based on C's tutelage - and this becomes the relationship pattern. At one point, C feels it is time for S to consult another reader {Para 188}. Issues get smaller gradually - this is development but how capable is S?? C wants to step back: *I think I've seen enough of this - someone else needs to read through it now - maybe another consultant or one of [S]'s contacts. I'm too seeped into it, I think. I feel like I've just written an honours thesis myself.* {Para 203}. S tried another reader: *She has been over her thesis with her mother and found this helpful. Her mother was suitably impressed. I gave her advice on how to word-process her footnotes. I do not think I've mentioned the fact that she was getting a friend to retype each redraft (unpaid!). I constantly advised her to try and word-process herself.* {Para 223}. By the end, S was pleased with her own development - and grateful to C; *She brought in 5 drafts all smartly bound as a gift for me! She is feeling very chuffed with herself. She pointed to her second draft and said 'I ca not believe that I thought that was a thesis!'* {Para 229}.

FHP:9: Process approach from start - S good with time for drafts. C encouraging. S works on her suggestions and improves. Issues development from flow of argument to finer ones of language and references. S comes with plans and beginning of draft. C gives written feedback of some sections and discusses others, *I dealt with this through written feedback and spent much of the consultation time in giving her some advice on oral presentation, about which she was nervous. I felt that she should do well on this seminar paper, as she was obviously very conversant with her topic and had presented it clearly and logically.* {Para 75}. *I wrote some questions in the margin - for clarity.* {Para 108}. S did not seem to go so well with other Cs, *I was sorry to note, as I read her draft (which was supposed to have been revised in accordance with [C's] recommendations), that [S]'s writing appeared to have deteriorated since I last saw her in April.* {Para 129}. Original C now wondering about regression or ability to retransfer; C points out issues, S out of time, *I thought that she had overcome this weakness in argument to a considerable*

extent and was disappointed to see how she had regressed in this respect. Possibly she had found it difficult to transfer what she had learned about organising a shorter essay or seminar paper to this much greater task of a major literature review. However, it was puzzling that she had made no progress during the development of this assignment, as Cathy reported that she had, in fact, told her about all the weaknesses that I was noting now, especially the necessity to 'talk to the diagrams', as she has put it. She seemed to have paid no attention to Cathy's recommendations - I must be the 'Svengali' to this particular student! The draft was so bad that I felt it would be a waste of time to take an active part in helping her to rewrite it from this low level. In written feedback and verbally at the consultation I merely pointed out where integration of information was necessary and where links were required between sentences or paragraphs. She made an appointment to consult me on a revised draft on 4 June; this was the day before the due date so the situation was rather desperate {Para 129}. Fortunately granted an extension. S works and manages to do better. C pleased at improvement, I was so pleased that this piece of writing had eventually developed so well, after such a disastrous start. She should achieve a good mark for this assignment. She thanked me profusely for all my help in this first semester and told me that I would see her often while she was writing her Technical Report during the second semester. She has definitely come to view writing as a process requiring stage-by stage development - a very happy outcome of our sustained interaction this semester. {Para 157}. Next project is a group one where S seems to be major worker and other members of the group are 'passengers'; In fact, I never saw him from start to finish, and formed the opinion that he was a bit of a shrewd operator, expecting the 2 young women to do all the 'donkey work'. It seemed to me at the consultation that [X], too, was a 'passenger' to some extent, and it was very obvious that [S] had done most of the work and was the 'brains' of the team. There is always that danger in co-operative learning. {Para 169}. Bits written by S show development, others are badly written, [S] always asked [X] to explain, so these were obviously her contributions to the report. The introduction was very good, with the background to the research problem described clearly and succinctly, likewise the approach adopted in the project. [S] had obviously written this, and also the literature review, which dealt in a general way with the effect of electronic commerce on the role of intermediaries, and was a well-focused condensation of the relevant section of the big review she had written on the subject during the first semester, {Para 268}. Report writing is difficult because of lack of experience; So far so good. However, as has been observed before with these [XXX] students, it was when the report turned to the actual research project that it deteriorated sharply, and it became obvious that the students were not at all conversant with the requirements for reporting on research. {Para 170}. Group becomes desperate towards the end {Para 170}. POSTSCRIPT: In the event only [X] attended this consultation, as [S] was trying to snatch a bit of sleep after an all-night session. I was concerned about this, but she must have kept up her high standard in the final report, as she eventually passed with 73%. {Para 185}.

FHP:14: She arrived late for her first appointment so there was only time for a quick chat. She asked for information on the type of writing required for a paper presentation at a conference and then set out to do a draft of an abstract for it. She needed to find a research topic for her thesis and during the next consultation C and S brainstormed together on this {Para 50}. C encouraged S to use her supervisor, whom C knows to be very approachable, *Advised her to make use of her supervisor - [sup] is lovely and will be very helpful, I'm sure. Nervous because she has to chat tomorrow about intentions - we discussed possibilities. ...To read generally and will phone when ready to talk further.* {ibid.}. S again comes to brainstorm ideas for her research project and again asks about an abstract, and expresses concern over her language, which C feels is a secondary issue at this stage, *Thinking of doing something with domestic workers - those who have live-in jobs - re: problems of displacement, families, culture/social life, adaptation, occupations - and effects on health and on mental health. We brainstormed potential problems. ...Not sure what to include in abstract - I suggested what she has just told me about her work. Said she's concerned about language - I felt we should get it out first and then shape the language. Presentation sounds as if it's there - will practice with me. Wants to go and present in Jo'burg and at a conference in Mauritius.* {Para 67}. S nervous about her presentation, shares her ideas and work with C; C provides encouragement and a non-threatening practice run - *Sent me slides via e-mail - look impressive. Worried about audience asking questions and especially ones around referencing and worried about memorising everything and not sounding flowing enough. ...This really is a worthwhile and fascinating story to tell. It will be a good presentation. Needs a dry run. Will contact me soon.* {Para 103}. [It went well].

¹⁷⁶ **FHP:2.** S was lost with how to go about approaching her topic at first. She followed C's advice, although becoming very stressed in the process and often struggled with time management. She does develop an insight into her needs in her writing and therefore her writing improves. After success with her first assignment, she consults over her next. At first, S struggled to find information on her topic. A computer search had yielded some references, but she could not find them all. She also seemed lost with regards to what to do with the information she had obtained; how to use it. *She had several photocopies of relevant review articles, and I suggested that she try to find some of the main references used in compiling these articles. She also wanted advice on the organization of information in planning the essay. I suggested that, after identifying the main aspects to be covered in the essay, she should group her photocopies in files accordingly.* {Para 23}. C helps with these issues and S agrees to attempt a draft and reconsult. She managed to do this, but only got it to C at the last minute, just before it was due in, having fallen ill. {Para 48}. C noted that S's links were poor, that she depended on long quotes and did not reference properly, it also seemed that in her rush, S had not attended to the logical organization of her points, *During the lengthy consultation on this draft I devoted much of the time to advising her on the logical organization of her points into the appropriate sections and subsections. She admitted that, owing to time pressures, she had not really taken time to think about this aspect of the writing. Unfortunately the poor organization occurred mainly in the crucial section on the definitive criteria for selection of software for decision support applications, which should have been the highlight of the essay* {Para 65}. and C was concerned about S making her point and sharpening her focus properly. S realized there was a lot of work still to do and made a new appointment - on the due date. C gave S her home address so that she could drop off her draft for C to read beforehand. {Para 78}. In her reworked draft, S had managed to implement all C's recommendations. {Para 91}. S was under stress due to time and occupational pressures. C sees she needs encouragement and compliments her on her achievements in her improved writing. S is very grateful and intends to consult over her next assignments. {Para 103}. She does not manage an appointment over the next essay, but comes in good time for the following one. She leaves her marked draft as well as a new one with C, but then falls ill for the second time. C puts together a written report for S on her writing issues. {Para 122}.

FHP:13. This series of consultations on an Economics Honours thesis was very interesting in that the student brought in the draft in an early stage of development and I had the opportunity to advise her as the writing progressed {Para 13}. After her first appointment, this student was very grateful - claiming not to have had any guidance on thesis writing. *She was grateful for the guidance (the first she had received) and said that she would bear all these points in mind while writing the rest of the thesis. She asked me to look through the remainder of the draft also, as this was concerned mainly with the results of her survey, and she was not sure whether she was following the correct procedure in presenting her research results.* {Para 14}. There was a good pattern established through the writing process and it was possible to observe gradual development in her writing as a result, with S building on C's suggestions in her revised drafts. She was very grateful by the end of her thesis. {Para 52}. She came in again after submitting her thesis, asking C to look at a draft of a seminar she was to present, C was disappointed to find that S had not managed to transfer her learnings to the new task, but S had been under pressure and written the draft in haste, and in the time left, C worked with the S on editing her draft. *There were signs of undue haste in writing this abstract; I felt sure that she could have done better if she had taken time to reflect on what she was writing. When she came for the consultation she explained that the seminar was scheduled for the next day, so this haste was hardly surprising. She told me that she was working under a great deal of pressure, as the large amount of time devoted to her thesis had resulted in a backlog of coursework. So I suppose she could be forgiven this lapse into her old writing errors. Most of this consultation was therefore devoted to 'editing' the draft, as time did not permit any further in-depth discussion of her problems.* {Para 65}.

FHP:16. This student, whom we saw in her undergraduate and postgraduate years, consulted through the draft writing process - she was

sometimes late in the process of putting together an essay and her writing was sometimes very full and in need of hashing out. She attaches to the Writing Centre and incorporates C's suggestions in her rewrites – putting in a lot of work herself. She has original and unique ideas, but a very low confidence. She often reschedules and often takes the chance of a walk-in appointment – or comes in for a quick chat over her ideas. She seems to benefit from consultations in terms of helping her to focus, *Walk-in appointment. Did not do well in last assignment that she tried on her own. Feedback indicated poor use of quotes - actually they were irrelevant. ...She's worried here about link and flow.* {Para 109}. which has been a major problem. C gives suggestions for a new method of approach: *I suggested that in future, she jot down her own ideas first before going to the readings. She is swamping herself with theory and readings - squeezing out any sign of [S] - will lead to burn-out - she's missing out an essential and exciting part of the writing process!* {Para 114}. S is bright and innovative (and lonely), and is often encouraged by C and also reminded to edit. *She seems very bright and I found little to criticise in her draft. It seemed quite a tall order to me but I thought that she had handled the report well in general. Apart from this I was impressed with the student's approach to the assignment; she should do well.* {Para 125}. *Interesting discussion - takes a while to get there - is especially difficult at beginning. She confirmed that she felt more strongly about the second part. ...Nice to see her again - a good talk during the consultation. She says she'll be working with Fatima but asked if she could still contact me from time to time.* {Para 141}. C's suggestions for focusing are not always to the joy of S, *Had to choose own topic (Developmental Psychology) - chosen depiction of children in Art through the ages. ...My feeling was that she had a great and fascinating ideas - and a good philosophical essay, however, I felt that it needs more link to Developmental Psychology and her thesis statement. She said she felt like crying. We spoke through various ideas. I made suggestions for books - e.g. Alice Miller.* {Para 158} in which case, she suggests S speak to L about her unusual topic and his opinion of it. S reports that he has given her the go ahead, and comments, *"I so like coming to you because I come with a vague hunch of what I want to say and you make it explicit"* {Para 169}. She seems a bit afraid of her own voice, *Seemed almost a bit hesitant to take a stance, as if she did not feel she could speak authoritatively on the topic* {Para 177}, *she needs to develop a stronger personal critical voice. ...we went through the argument and I tried to persuade her through showing the logical flaws in her argument to be critical of social constructionism, because as it stands its application in the area of truth and morality is highly dicey and is the only real, through fundamental flaw in her essay* {Para 195}. *An interesting idea - a literature review of literature reviews, and generally successfully executed. [S] did not make the purpose of the review clear in the introduction. We talked about this, and formulated a way to frame her project. Throughout the review, there was a small measure of confusion of voice - it was not always clear whose opinion was being reflected in the paper - perhaps necessarily, in such a layered review!* {Para 216}. *She mentioned that the consultation was helpful, particularly since the changes we came up with were small but significantly improved the literature review* {Para 219}. This draft showed some regression and some development, *Thus, all the problems of logical organization that I had advised her on in August had reappeared; she had obviously not succeeded in transferring the learning from that essay to this one. The one respect in which improvement could be seen was in referencing her sources and avoiding the use of long verbatim quotes from them. I gave her extensive written feedback on both marked essay and draft,* {Para 135}. C makes herself available at home for S, who is now under time pressure. *as she works in Parow, I told her that she could deliver this to my home in Pinelands. With the essay due on Monday 20 November, a consultation at my home during the weekend seems likely.* {Para 143}. She manages to incorporate C's recommendations but has difficulties with integration of new information. By this time, C is conversant enough with the topic and thus the problems are easily dealt with. *I was by now sufficiently conversant with her topic to be able to advise her where to insert the new sections she had added to the essay. This problem was, therefore, easily dealt with at the consultation.* {Para 161}. S returns to consult over her major report – rather than expecting C to read over her whole draft, she requests C to look at the specific issues that she had struggled with previously.¹⁷⁶ After this, she feels confident to proceed with her draft – coming in with revisions, and again asking for specific advice – focusing on her questionnaire design. {Para 210}. Having implemented C's recommendations, her next draft shows improvement in her writing. But in the new sections, old issues arise. *I had the distinct impression that she had written this chapter in a state of near-panic, not giving any prior consideration to its logical organization.* {Para 234}. And patterns continue, Having completed the design of her questionnaire, S is ready to administer it – intending to consult before writing up or processing her data. {Para 248}. However, an 80 page draft is dropped off a while later. This proves to be major work for C. The old chapters are fine – S has managed with the integration of new information in them – which had previously been a problem. Her new sections yielded difficulties, due to a lack of knowledge of the genre of these sections; *She obviously had no idea how to report on research - a weakness also manifested by the other [XXX] students in writing their Technical Reports. (This will have to be reported to [sup] and reporting on research suggested as a new curricular objective in the course* {Para 274}. with a gradual build-up of more work for C, who sets boundaries, limiting the sections she is now prepared to see. *At the end of the consultation I told her that I was now satisfied with the introduction (after the recommended changes had been made) and the literature survey and did not wish to see yet another draft of these sections. As I could not continue to devote so much preparation time to her drafts I would have to confine my attention now to the sections on the research project as such.* {Para 283}. S then brings a whole redrafted report – in which all of C's recommendations have been implemented. C agrees to do a last reading of it. {Para 344}. She deals with some issues – such as repetition and inconsistencies in references, but is pleased to see development in this report, *However, these were trivial points, and it was, in fact, a joy to see how well the final report had developed from its rather tentative and inadequate early drafts to this polished, professional product* {Para 363}. S was left to do the final corrections.

¹⁷⁷ **FHP:6.** S's development was ambiguous. She was a difficult person who lacked discipline and appeared to have an odd attitude towards the service of the Writing Centre. (She worked in a Writing Centre herself): Her first consultation happens after three postponements made by S. Here, she informs C of her intentions to use the Writing Centre to improve her confidence in writing, C has suspicions of some foreseeable difficulties, *She intends to use us for her essays this year as she does not feel confident about her writing technique - having been teaching for a number of years, and not having done much essay writing. She also intends to do her Masters next year. I have the impression that there will often be cancellations of appointments. She also wants to make three appointments for next week for different essays.* {Para 11}. *When we went over her essay ...she said that she wants to hand it in early next week (due later) so only wants to rewrite it one more time. The draft I saw today was apparently her 6th. She'd rushed it and had not finished it so when I read it, I had to jump between 2 drafts and I found this difficult. I asked if, in future she could bring in drafts before consultations so that the consultant could read them first. I did not feel I could really do the draft justice, having not read it first, so I discussed things as I came across them - rather than a general talk about the essay* {Para 11}. C asks for a more disciplined approach and gives S responsibility for the next stage of her process. *Bring in a readable draft - having incorporated issues from our discussion today - before our consultation.* {Para 11}. S arrives late for the following appointment, having disregarded C's previous request. Again C has to read the draft on the spot – she notes some improvement. {Para 24}. During this consultation, S appears defensive or reluctant to accept C's suggestions and C does wonder if it is not an issue of her imposing her own style, which is different to S's. S decides to ask L for feedback and promises to inform C of this. {Para 24}. She habitually fails to keep appointments, {Para 26} or arrive late. At one point she says she would not need the Writing Centre again, but then proceeds to make two further appointments. *At the beginning she told me that she wanted me to go over this draft but that she now felt confident in her writing and so she would not be using us again. However, at the end she made an appointment for Wednesday next week - to go over a new draft, and for Friday - to thrash out ideas for a new essay* {Para 36}. C repeats her request for S leave her drafts for her to read beforehand, offering solutions to S's excuses over logistics, (S is able to send it via internal mail or email). *I asked her to drop off the draft on Tuesday so that I had time to prepare for our consultation and I told her that it was our policy for senior students to be requested to drop off drafts the day before and that if this did not happen, the following appointment would automatically be cancelled. She mentioned problems with getting the draft here and I suggested internal mail - we'll see if this brings further problems.* {Para 36}. But S's undisciplined habits persist. {Para 41}. C eventually puts her foot down; *She came in with lots of pages of writing again, but I did*

not read any of it. She had originally made the appointment to talk about an outline for this essay. She wanted affirmation that she was on the right track. She wanted to know what a discussion involved - and was unsure about what her own views were and how to express them {Para 51}. C again requests a better disciplined approach, and S again fails to comply, She brought in a (messy) draft of about 9 pages, hand-written, at 2.00 for a consultation at 2.30. When she arrived for the consultation I was only on page 2 and she seemed cross with me. I started to talk about the inadequate introduction but she said that the scribbled bit on one of the other pages was the introduction. {Para 65} and patterns repeat. She said she had neatened all her language errors up - but there were a lot of concord mistakes. She was really despondent with what I was saying and said that she just wanted it finished, but also that she was aiming for a cum laude because she wanted to do her Masters next year. This was apparently her 6th draft; {ibid.}. S becomes defensive over C's suggestions, I suggested she do outlines - either mind-maps or diagrammatical outlines - she said she did, so I asked her to show me what she had done for this essay and she wrote a list of subtopics down - I pointed out that her essay did not follow these and suggested that she make use of subheadings as these may help both her and the reader in terms of clarification (of what she is talking about) and flow. She said they are not allowed. I questioned this and then she said she did not like the idea because she wanted her essay to flow {ibid.}, and C becomes concerned with the effects of her own harshness, I feel terrible about this consultation. She has made another appointment for tomorrow but I do not know if she'll come. I hope I have not put her off - she said I was being very harsh. {ibid.}. She brought her draft in half an hour late - but I was also relieved to see her - I'd been worried about yesterday's appointment and this morning another BEd student asked me if I'd seen [S] yesterday because they were concerned as she had not been at the lecture (where they'd discussed this essay!). She sat around while I read her draft - still hand-written and involving a bit of jumping across drafts. Her introduction was much better - but I pointed out that she launched into a discussion on bilingualism before she defined it. There are still problems where statements are not supported/ideas are not fleshed out - I merely pointed these out as 'hanging statements' (I was beginning to feel like a stuck record). She tends to ask rhetorical questions - but does not give an indication of their answers. I suggested she reword them to make statements. Although much improved, there was still some lack of flow and linkage of ideas - with rambling, repetition (I found 3 identical sentences in one paragraph), lists of definitions without indication as to which she agreed with, and long, condensed paragraphs. I suggested some break up of paragraphs and some re-ordering. I pointed out errors of concord. She did include some nice stories as anecdotes - supporting her theories. I commented that her conclusion was not adequate - for the same reasons we have dealt with previously, but did not go through it in detail, and I suggested she attempt it after completing her draft - following the rules I had laid out about conclusions {Para 74}. S expresses her intentions to bring in marked essays and consult over her research proposal. There are some signs of improvement in the drafts presented. Her handwriting is still difficult to read, but generally, it is a much better first draft than she's brought me in the past. Her writing shows much more confidence - although a huge problem is the absence of her own opinion and of elaboration and support for her statements - which tended to be other peoples' (unacknowledged) ideas rather than her own. {Para 87}. S appears more confident and so C takes her up a level: I warned her that I was now going to challenge her writing on a higher level as well - and she accepted this. I also decided not to edit her papers any more - as I have tended to do in the past {Para 87}. But pattern continues: No draft dropped off. Came in (late) and rescheduled {Para 90}, She did not drop her draft off earlier and came in 1 1/2 hours later that she'd said she would. I said I could not read her draft and consult with her then - although, in fact, I spent almost 1/2 an hour with her. She's going to consult on Thursday - having left her draft with me {Para 99}.

¹⁷⁸ **FHP:8.** Her pattern was of consulting with a draft and acting on C's suggestions, but she also seemed to come to rely on C too much: S had been struggling and came when she first heard of the Writing Centre. Improvement was noted after her first consultation. S is grateful, feeling she has developed a better approach to her writing. The report was due for submission on 12 November and therefore there was no time for a further consultation. This was her final assignment for the year, and she thanked me for my help, which she thought had made a difference to the way she would approach her writing in the future. {Para 68}. C tries to give or make perspective in the consultation, I purposely used e.g.'s out of context - she's been immersed in this topic for 3 years {Para 106}. The pattern becomes a steady development of writing assignments through their processes. Typo's etc - needs to read through herself. Perhaps it is time to show to supervisor?? {Para 212}. However, C feels S is too dependent on her; I did lots of explaining and examples on how to link facts and sections. Tried to encourage her to take other sections herself and do. I'm worried about her dependence on me - same issues seem to come up; do not feel I'm enskilling HER {Para 218}. S becomes attached to C, She became very worried that I am going to 'give up on her'. I tried to reassure her {Para 219}. C pulls back a bit, {Para 242}, and encourages S to try pieces on her own, Wants to work together more on this draft (- that we worked with last week). Me: rather try and rewrite one section on own and bring in. - Needs to enskill self!!! Appointment for Friday - will go over 1 section together - probably background one [S] needs to become more independent and I'm trying to encourage her to do this. {Para 257}. Wants to work together more on this draft (- that we worked with last week). Me: rather try and rewrite one section on own and bring in. - Needs to enskill self!!! Appointment for Friday - will go over 1 section together - probably background one [S] needs to become more independent and I'm trying to encourage her to do this. {Para 257}. "Cathy this is driving me crazy! This relationship must end!" She is concerned about being a pain to me. I'm concerned about her dependence on me actually. Gave a pep talk. She's having difficulties - working on two different computers. Confusing self with different draft versions. I suggested she number them. We went through one section together: Generalizations, language, references (summarize and date), paragraph structure, articles, organization - what goes where, spelling, leads into focus then disperses - strength is lost. Lots of tangents. Go from general to specific. "I should have worked like this earlier. Then I would have finished ages ago" - i.e. going through one section together and letting her try another on own. Talk about what WORKS in your background - not what does not. - some 'AHA!' moments - yeah! "I'm feeling fine about it now", "I'll be ok". Has handed in other draft to [sup]. Will leave it with me next week {Para 271}. S does affirm C's method. She also took the hint and tried more on her own.

¹⁷⁹ [S] has not written for a couple of years. Finds 'critical writing' a bit of a shock to the system. Took ages to write this essay. Too long - needs to be half the length. 'I'm thinking of taking out the whole section of the triangle of conflict, tell me what you think? Even though this was my favourite part and the reason for doing this essay - it's so hard to cut.' ...Requested: - positive critical feedback, - advice of where to cut, and most importantly, if it makes sense {Para 12}.

¹⁸⁰ You need to read through for typos and grammatical errors. Careful of the assumptions you make - e.g. on what the aim of her psychotherapy is. Careful of the way you reference - e.g. is whole paragraph from Ivey et al? Did Malan talk about Jane? Some sentences feel like asides - think of their purpose and explain or scrap...Logic of your argument is not always clear - you need to pick this out now. 'Lack of trust is an important feature' - of what??? 'One might hypothesize...' - be more assertive/direct. {Para 96}, Wants a lot of criticism. Wants it perfect. Read through 2 essay drafts here...Do links for reader. ...I do not feel good about leaving her with worries about how essay fits together - but my next client is waiting. - Work on it and return tomorrow. Draw a map of where you think you've taken the reader and then read and check you've done it. Perhaps we can work on the other essay tomorrow. Bought me a Bar-One!! {Para 132}.

¹⁸¹ [S]: "The problem is the second section. I repeat myself and there are multiple themes in the same paragraph". (I see there are references at the end of every paragraph - she said she knows what to do). She explains empiricism, then social constructivism then discusses developmental psychology - which is 'where the mess starts'. Seems she starts all over again in discussion. Structural issues. We played around with possibilities here. The history is tying her in knots. Much discussion on content and philosophical debate between us. She is finding it difficult to let go of lots of her content. We talked around this and put a 'menu' together {Para 150}.

¹⁸² S takes only what she wants from consultation. Other essay: said she found my advice useful yesterday but it did send her into a tizz. Decided to do a limited reworking of it and hand in because basically she is happy with it. - Asked - how do I feel about that? Fine! {Para 161}, Left draft with a covering note saying it was double the length {Para 175}, with S 'wanting C to be harsh' and needing discipline. Focus: keep stuff that's

relevant to the topic. Discard rest - no matter how interesting (e.g. theoretical background stuff) - you were asked to do a formulation; not for background of what the purpose of a formulation is! When describing case, careful of putting too much into 1 sentence or paragraph. Much repetition. Read through for typos. {Para 178}.

¹⁸³ Research essay came together so easily - feels very pleased with it {Para 196}. Developmental: I read through the essay here - has been working on this for ages; 'slow to come together'. Needs to edit for typos and sentence structure. ...What are you saying? What came first - Psycho-empiricism or social constructivism? - and developmental psychology?? {Para 198}.

¹⁸⁴ Concerned about [L's] warnings re: layout. Always has more to say. Feels a wreck. Concerned re: 'manipulation' of text that she's done. (to fit in with [L's] layout requirements!) Actually feels she's got a 'brilliant' essay now. It does look good (in my quick skim). 'How do you like my Cathy headings??' - good - creative! {Para 240}.

¹⁸⁵ As a result, this session resembled a counselling session more than a formal consultation. ...I just let her talk all her frustrations out. It seemed appalling to me that there would have been such a delay in her receiving feedback from her supervisor. In addition she talked about the minimal practice which [XXX] students get in approaching writing tests -- this is clearly apparent from her work, although it shows a high level of theoretical sophistication. {Para 16}.

¹⁸⁶ We decided on the best one, and discussed how she could improve it, and how it pointed the way to the kind of analysis she should be doing. I identified an important theoretical discussion which she'd attempted to crowd into the introduction, and recommended that she should expand it, and situate it in her theory section {Para 36}.

¹⁸⁷ I recommended that she do the analysis for our next meeting {Para 48}.

¹⁸⁸ Her writing was not keeping up with the complexity of the concepts she was attempting to convey, and although the document was only a page in length, we spent almost the entire hour talking through her ideas, and trying to reformulate her statement to give it better cohesion and conceptual clarity. (See hard copies of 'before' and 'after' statements) {Para 67}.

¹⁸⁹ Four days before the final due date for her essay, the student was finally able to speak to her supervisor about the project. I spent about fifteen minutes with the student working out some questions which she should ask the supervisor. I suggested that she should demand some written feedback on her draft, as she had handed it in at least three months previously. She was upset at this stage because he had asked her to reprint the draft for him, having lost the original copy {Para 75}.

¹⁹⁰ However, she was even more upset after having spoken to him. He appeared to have changed his mind subsequent to giving her proposal his go-ahead at some point in November of the previous year, and suggested that she should redefine her proposal and focus on feminist issues only. He followed up this surprising suggestion by stating rather acidly that he did not feel that the feminist approach was a valid theoretical approach in architecture. If she had done what he suggested, it would have meant that her graduation would have been postponed by at least six months. His suggestion that she should redefine her topic had left her frantic, thinking that she might be able to get some assistance from feminist academics in other disciplines in time to make the deadline. I was horrified that this kind of negligence on the part of the supervisor had happened, and mentioned the possibility to her of speaking to the Director of the School, or to the Dean. At first she was extremely hesitant to do this, as she felt that she would be victimised for speaking out against authority, but she eventually realised that her rights as a student had been seriously infringed, and decided to take the issue forward. I was personally extremely upset that there was nothing that I could do to help her in this situation. I think it is crucial that the Writing Centre be empowered to take some kind of action when we find out about such gross negligence on the part of academics. {Para 77}.

¹⁹¹ {Para 86}.

¹⁹² [S] - in amongst her cell-phone calls - told me that she is concerned about her interviews section and the discussion on her findings. She said she had a lot of repetition in her interviews {Para 13}.

¹⁹³ When I saw it, I realised there was very little extra work she'd put into this section - her Interviews {Para 147}.

¹⁹⁴ NB: I'm not marking everything - just indicating what you must watch out for when YOU read through and redraft {ibid.}.

¹⁹⁵ She decided that her audience would be an IT specialist. I advised her to bear in mind the fact that an IT specialist may not necessarily be in-the-know on terms specific to the field. {Para 180}.

¹⁹⁶ Had inserted a lot of questions for me in the margins of her draft - sometimes due to confusion because her supervisor and I had made different suggestions - e.g. on where her hypothesis goes {Para 196}. Brought a pen-ultimate draft of her whole report - with her questions in the margins - usually asking for my opinion and she also directed me to specific parts. {Para 300}.

¹⁹⁷ Her supervisor said she HAD to include a whole lot of things in her literature that she does not want to. She's worried about the balance with the rest of her report. I said I'd look at it. We went through my comments {Para 231}.

¹⁹⁸ [S] showed me old marked essays where no problems were indicated with lists of references at the ends of paragraphs. She showed me a handout referring to references - saying basically everything I've said to her - with no mention of lists. {Para 299}.

¹⁹⁹ {Para 278}.

²⁰⁰ She says she's even starting to talk like this now! {Para 317}.

²⁰¹ FSP:7. When S first comes in, she is expecting to be able to simply collect her 'marked draft' and go, C persuades her to stay for a discussion on her essay, {Para 27} and to reconult with a new draft, {Para 37}, but S fails to pitch for the new appointment. When S does return, there is a repeat performance. However, when the student arrived for her appt, I unfortunately had to reschedule this for 1/2 an hour later, as I had forgotten about the Staff Meeting, which I do not usually attend. The student asked if she could have her draft to 'look at' in the interim 1/2 hour. I complied, but the student did not return. Cathy pointed out to me that this student had done exactly the same thing to her! It is problematic, {Para 52}. However, it works better the following time and here, (now a third) C questions S on her conceptual understanding - she pinpoints the problem to syntax and works on this. Her draft was well organised; she evidently had little difficulty in structuring an essay. I found some sentences difficult to follow and wondered whether she understood what she was writing about in these instances; however, questioning during the consultation soon revealed that this was not so, as she gave very fluent verbal explanations of the points at issue. I accepted, therefore, that the lack of clarity was solely due to difficulties with syntax. Thus, much of the consultation time was spent helping her to express her thoughts more clearly once I had established what she wanted to convey. {Para 62}. S returns to the same C to discuss her proposal. C refers her to her supervisor for further advice. {Para 88}.

S does some work on her own and there is an improvement in her writing. When she returned to the Writing Centre, a month later, she had completed her research proposal and, in fact, all her compulsory writing assignments for the year. However, she was working on a paper that she hoped to submit for publication in SAJALS; the topic was the advantages of the introduction of outcomes-based education into Swaziland. ...When reading the draft I was pleased to note that this time she had succeeded in clearly distinguishing her own voice in the argument, which showed that she had derived benefit from the injunctions of Cathy and myself in this regard. {Para 101}. S returns at beginning of her thesis. Her writing is good, well developed and clear. [S] returned to the Writing Centre early in 1998, for her first consultation on her thesis, which she was just commencing. ...She told me that she was involved in producing books in siSwati for Maskew Miller Longman; it seemed therefore that she had chosen her thesis topic well, as she could use her own experience in this field. The first chapter that she had drafted presented the argument for mother tongue education at lower primary level, which was effectively her thesis statement. The argument was well developed and clearly written, and the only weaknesses I could find in this draft were in organization. {Para 115}.

A redraft shows further improvement, and S has added in some ideas of her own, which C discusses with her, making some suggestions. ²⁰¹ [S]

returned with a revised draft of this chapter after an interval of 2 months, during which she had been on a visit to the USA to observe how multilingual schools operate in that country. The main body of the chapter was now satisfactory; she had made the changes I had suggested with respect to organization. However, she had added some new material (about the often ignored viability of African languages in the precolonial era) at the start of the chapter, before the introduction, which now came on page 4. Similarly, she had added a new section at the end, on the case for teaching siSwati as a subject in Swaziland and not just using this language as the medium of instruction in lower primary schools. {Para 130}. S's supervisor supports C's suggestions. She told me that she was now working on a chapter on the principles of translation, her supervisor having fully endorsed my suggestion in this regard. {ibid.}. S returns with a draft of the next section and another – revealing further development each time, [S] next consulted me on a draft of a paper she and her supervisor were writing for a journal; ...Possibly because this was, in a way, a second draft based on the earlier essay, I noted fewer problems with respect to organization and flow this time. ...I was much heartened by the standard of writing in this draft, which was the best she had submitted to date {Para 154}.

FSP:19. S comes in for a discussion. She has been given a second chance to write an assignment, for which she has an indefinite deadline. She's done the suggested readings for this. {Para 14}. C and S negotiate a plan of action – each taking on a task. {Para 19}. S then brings in a set of ideas for discussion and C encourages S to attempt a draft. {Para 62}. This is brought late, so S talks C through it. She brought a draft to her consultation – which was too much for me to read there and then. I asked her to summarise what she had written for me. ...She has written about why Hogarth undertook portraiture. Whilst it sounds interesting, what worries me is that [S] wanted a critical analysis, using the readings. [S] has included a lot of factual information and her own views! She must not lose these, but it is essential that she does refer to author's readings of Hogarth's works. She seems to have some critical analysis but needs much more. The analysis that is there is good and interesting. {Para 73}. [Note that even when the student merely talks through her writing – in other words, the consultant is not reading it, important writing and content issues are still raised and discussed]. After going through one section together, S realizes that next 2 sections would have the same issues. She intends to redraft – according to our discussion and my recommendations. Will reconsult – and then we'll talk about her introduction and conclusion. Just before she left, she asked me what a draft form is. {Para 77}. Again, S brings her draft in late, so C asks her to return later – an appointment for which she is also late. It is apparent that S expects C to fix her writing for her and seems to have little notion of the need for her to do own work, I think this is a very problematic draft. I wrote comments in detail on her draft till about half way through. I feel she is coming in late and expecting me to fix everything up for her. She must now do some work – in fact, she seemed upset when I told her that she needed to work through the rest herself. ... I'm quite busy at the moment – she's made a tentative appointment for Wednesday – may have to cancel but will come in later, after having handed it in. (Postponed for Monday) {Para 102}. L however, says he has seen an improvement; [S] told me that he has noted some improvement in [S]'s contributions to tutorial discussions! He thinks she is 'seeing the light' {Para 118}, and in fact, C also notes some improvement. {Para 127}. But S again seems to expect C to do the fixing of her drafts; C sets boundaries, she models a redrafting of one section and leaves S to go through the rest, I feel quite concerned about how [S] wants to use me. This feels like a last minute thing. She has sent her friend with a 26 page draft and seemed to intend just to pick it up with my corrections. I told her (over the phone) that I felt we needed to discuss her drafts and explained once again how I liked to work with students. She agreed to come in at 8.30 before work today – actually came in very early for it {Para 141}, Read through your draft – taking note of the issues I raised in a couple of the subsections {ibid.}. This happens again and whilst C is aware that S does have her own pressures, she can not do S's work for her. C goes through a section with S and leaves S to take it forward; [S] is a part-time student and runs a demanding life. There is not much time to sit down and work together, which I'd like to do – I do not want to be an editor – she must do some of the work. She is capable. She needs to pick out for herself what is relevant to the topic – I ca not sift through it all for her – it took me 1 hour to go through 7 pages! I decided to point out difficulties in a couple of sections and leave her to do others {Para 160}.

FSP:24. S outlines her problems at the first consultation, and wants to consult on a process basis. She sees her problems as being specifically with writing – feels she knows her work but is unable to express herself on paper and struggles with organization of her written work. ...Is very keen to consult with me on a regular basis and wants to start as soon as possible. She'll bring in a book review which [sup] asked her to do, as well as some of her old assignments for me to look at, next Tuesday. We'll meet on Thursday and then set a regular slot. {Para 14}. She is 'on probation' for a Masters course, having not passed her Honours very well. She brings in examples of her work, as promised. Her writing is very lacking in her own opinion. On probation for Masters this year. Brought in 2 drafts from last year – honours course – which she passed with 57%, as well as an attempt at a review – as suggested by [sup]. ...her opinion does not come through. {Para 28}. C and S go through a close process, where S brings her drafts and they discuss C's response to them. Whilst improvements are noted at times, it is difficult because S habitually reschedules or fails to pitch for appointments. L contacts C out of concern and they agree to liaise. C is positive, hoping S can attend. After a couple of re-schedules, I spoke briefly to her. I also got a call from [sup] who is very concerned about her and does not know what to do. He asked me if I thought she should be kept on provisionally and for how long. He agreed with me when I said that I thought she had a lot of potential and was obviously good at actual research – just struggling to write it up and needed lots of help – which has been difficult with [S] constantly rescheduling or not pitching. He said DAG was very pleased with her research abilities. I think she should be kept on and told [sup] that if she pitched regularly, I would be very prepared to work with her. The possibility was raised of the 3 of us meeting together at intervals as well. We'll liaise anyway. {Para 143}. S does not take up C or L's constant advice on doing a computer course. Patterns continue – where S attends for short spurts and then stops. C does note, however, that there is development in both S's writing and her confidence. (I recall we had a lengthy discussion on this in a previous consultation). ...Introduction is great – some grammar and language neaten up can be done. Can you give actual measures of the area? Some nice material here. Really interesting and well-organised. {Para 272}, She has enjoyed doing this – did struggle to get readings – but had looked under Social Psychology rather than Environmental Psychology. ...Now she intends to do a comparative study on Joe Slovo Park. {Para 278}, [sup] is pleased apparently, but said she needs more Literature – she's since found some stuff under Environmental Psychology in the Library. She is going to write this up and reconsult. ...She is looking happy and trying hard. I really hope she can make this a Masters Thesis! {Para 296}. S takes on responsibility in her own research, though, She warned me that she still has further readings to do. {Para 305}. and here, C finds herself slipping into editing, which she feels, is an indication of development in S's writing; It's very easy for me to 'edit' now (- which is needed). Her organization is great and there is a good combination of Literature and examples from her own research {Para 310}. Although there are points at which S needs to put in more; Organization and flow needs work. [S] must try this. Rationale also needs work – is sometimes questionable. Nice use of literature. ...Some lovely detail of the social life in Marconi Beam is given {Para 321}. S's hard work continues, It's really editing at this stage. Prepositions and spelling need work – it does not look as if she's read through her conclusion. She is working so hard. ...Has used wonderful illustrative examples from her observations. What about the confidence issue? – is using real names. She is obviously trusted and accepted as an observer. Good attempts at own commentary. Some organizational stuff still needed and is still some repetition. {Para 342} as does her development, [S] continues to provide wonderfully interesting stuff and her writing is tremendously improved. {Para 364}, It seems so strange giving issue codes now because they (the issues) are all so diminished in [S]'s writing. {Para 373}. (and need for more Again, wonderful content – but this section needs a lot of work. ...[S] needs to read it though herself – must not depend on me for typo's etc. ...Elaboration: Needs your comment on quotes. Needs your working definition of Social Networks. Needs tightening up. {Para 398}). And again, S suddenly stops coming. It is interesting in that S certainly relied on the Writing Centre at times, but her supervisor did not feel that the Writing Centre provided her with the service it should have. He once commented to me that the Writing Centre did nothing for her – she was sent to improve her language and they just dealt with the content, which was what he was doing anyway!

²⁰² This LL.B student has come to UCT for the first time this year, having studied at Fort Hare for her B. Proc. She has had no previous

experience of essay writing, as this was not part of the Fort Hare course, and is having great difficulty with her written assignments in her Law courses here. ...she came for her first consultation with a marked essay ...The lecturer's feedback was mainly concerned with the fact that she had not developed her argument logically and his other main criticism was that she had not expressed her own opinion but merely reviewed the published opinions of others. In the consultation I addressed the latter problem first, by asking her if any of what she had written did, in fact, reflect her own opinion. She was very shy, but once I had managed to get her to talk to me I found that she had indeed expressed her own opinion where this differed from those of some of the authors quoted, but this was not apparent as she had not separated her own views from those she had gleaned from the references. {Para 13}.

²⁰³ Her main difficulty arose from the very stilted English used in the reading that gave the Roman judgements; this was a direct translation from the Latin and bore little relation to modern English, so that it was not surprising that a second-language student could not understand it. I paraphrased into simpler English for her, and she then understood the judgments {Para 24}.

²⁰⁴ She seems to be gaining enthusiasm for improving her writing after each consultation; ...she promptly made another appointment to consult me {ibid.}. At the following consultation, C again explains and translates assignment topic. S had approached her tutor who had 'explained' it to her, but she still did not understand it. C goes through carefully and slowly again. {Para 38}.

²⁰⁵ S later reports favourable feedback and acknowledges the Writing Centre's help. she subsequently came in specially to tell me that she had received favourable comment from the lecturer, especially on the structuring of the work. She was delighted about this and is now a committed 'fan' of the Writing Centre. {Para 46}. S brings a draft to the next consultation. This time, she had also approached her tutor and managed to understand the topic, but organization did prove to be a struggle in this first major assignment. {Para 58}. C explains the elements of essay writing again, and helps to model the beginning of a draft introduction. C also helps to 'flesh out' ideas for a conclusion and, after questioning S, helps to reword it for better clarity. {ibid.}. C reminds S of the previous advice on her next draft, and is greatly excited at the improvement in S's approach and her writing. I suggested that she apply again what I had taught her in the previous consultation about writing introductions, and she easily came up with occasion, thesis statement and definitions. It is really exciting to watch her development as a writer; she has improved so rapidly and is very keen to improve further. The rest of the written work was good insofar as organization and focusing on the topic were concerned, {Para 71}.

²⁰⁶ she said that she would definitely return to the Writing Centre in the second semester. ...and gave me a charming 'thank you' card; I was very touched. {ibid.}.

²⁰⁷ – does find that her written assignments have improved in their marks, which is positive. This was [S's] first visit to the Writing Centre in the second semester. Sadly, she had lost the confidence that had been apparent the last time I saw her, and she seemed to be in a highly anxious state. Questioning revealed that this was because she had failed the June tests, albeit narrowly (overall average 48%). Hoping to counteract these negative feelings, I asked her how she had fared with the written assignments on which she had consulted me in May, and was pleased to hear that her marks for these had ranged from 58 to 65%. I tried to lay emphasis on these positive results, and explained to her that poor marks in June tests that are not finals are usual, as little or no time is allowed for revision before such tests. {Para 87}.

²⁰⁸ is also late for her assignment and C is disappointed. I was concerned to find that there was little I could do to help her this time, as she was running very late and had written only a short section of the essay, which was due the following day. Her answers to questions I posed about the topic seemed to indicate that she understood it. ...This setback after the improvement she had been showing was disappointing, but I felt that it was largely due to the state of panic in which she was writing this essay. I hoped that my words of encouragement would prove effective in calming her. {ibid.}.

²⁰⁹ when she next consults C, she is busy drafting for an assignment due the next day. She did, however, claim that she felt more confident with the latter part of her assignment as she had managed to find a useful resource. She brings a section of a reading she is struggling with, and C goes through it with her.

²¹⁰ As mentioned above, she seemed more confident about discussing the industrial action side, but I should have been happier if I could have seen a second draft. Her writing skills, which improved so noticeably during the first semester, have definitely deteriorated under the greater pressure that has been on her in this semester. I urged her to try to allow more time for her next writing assignment so that I would be able to give her more advice. {Para 102}.

²¹¹ She said she had left it to give me an idea of her writing - it was not for marks, just an exercise. She is especially concerned because she is Afrikaans speaking. Has studied through UNISA and there they never wrote essays - just paragraphs in Afrikaans {Para 13}.

²¹² She said she is worried about the concepts of introductions and conclusions, and that of an 'argument' - which she finds highly intimidating {Para 20}. Concerned about style of writing and referencing {Para 36}.

²¹³ {Para 49}. Feels uncertain re: style - started off ok. Feels she has to waffle with case studies. Referencing - difficulties with getting hold of primary sources - gets some secondary. I gave her my referencing handout but advised her to check on departmental requirements. Menu - essay intro - what I think - Brief - why (elaborated in body) - How I'm going to persuade you (reader). She reckons problem is that the case study is not really to do with depression - then take it as a basis for generation of further discussion. She outlined the case for me and I actually think it is very much to do with depression. She's worried about waffling - seems fine. Will try more and return later. A confidence issue here. Lots of praise for [L] - she's approachable - others are not. {Para 49}.

²¹⁴ With covering note: 'Cathy, I still have questions about referencing. The ***s are to remind me to ask tomorrow! Do not go further that page 9'. {Para 95}. Queries on referencing - chapters by authors in editions. Referencing manuals - e.g. to SSAIS-R and DSM IV. Quoting one in another. Questions re: word-choice - ESL. - will be fine. ...Did not enjoy this assignment - because lots of missing information - not been trained in area yet. [Has looked at old essays in the resource centre - surprised at bad quality of some and feels better over own writing]. {Para 105}. Redrafted this since I read it - realized had left out core reading (on masculinity). Came with questions: primarily concerned about referencing - but is actually fine as she has done it. Whose date to use when ref'ing one in another. Readings given in class without dates. {Para 132}, Questions around citations and date of publication. Also asked me about remedial assessment and process of referral. {Para 143}.

²¹⁵ FSP:5: Supervisor has done some correcting. C looks over draft, responds and discusses with S, who agrees to redo part herself and to reconsult {Para 28}. She brings in a new draft and leaves it with C's colleague, claiming, that I was going to correct it for her so she can hand in on Monday! This worries me! {Para 36}. S had reorganised her draft along the lines of the previous discussion and it read better. C was concerned, however, that S may not have understood the rationale behind Questionnaires, although it could merely have been S's expression, they spoke about this at the consultation, You're not asking questions to '...allow them (?) freedom to decide about...' an issue; You're wanting to find stuff out from them. What are the reasons behind your research as a whole? {Para 36}. C modelled examples of rewrites of rationale of questions and left S to do the others. Unfortunately though, the questionnaire had been given out already and C wondered about the worth of her input - perhaps this should have been done by the supervisor earlier {Para 50}. C was frustrated at lack of supervisory responsibility; Rationale Section: Do not personify 'The Question'. Still struggling with rationale - often does not match her question, often merely a rewording of the question. I had to challenge quite a lot on why she asked the questions. It frustrates me because they should have been worked on and had guidance much earlier on. {Para 84}. However, there was an improvement in her redrafted sections. Supervisor has been slack and S is frustrated; [sup] has taken ages to respond to her submissions - last one took one month to get back. She is frustrated - naturally. {Para 91}. S asks C for her opinion on S's intentions to do a Masters degree the following year. C repeatedly explained to S that she should not personify her questions or questionnaires - which may be an indication of S's lack of connection with her work (she would not talk about herself wanting to find something

out but about the question wanting to do so). C did a fair amount of responding, explaining and pointing out in S's drafts. S improved in her writing, so it was easy for C to encourage her with affirmations. S was grateful to C and supervisor was pleased; *Some nice quotes from interviews – generally integrated nicely. ... Much improved on first draft! ... [sup] has seen part of her new draft and said it was much improved. She said to me 'This encounter has been a very fruitful one. I'm so happy'.* {Para 139}. S then consulted at the beginning of her next degree – her first was a last minuet appointment with a proposal due the day before. C responded as far as she was able {Para 155}. She points out issues more than explains them – like reminders of previous explanations; *Need your views and comments – not just a patchwork of others – put in the cement.* {Para 166}. S is afraid of institutional authority: *I presented out contract to postgrads. She does not want negative stuff to go to [sup]. I had to convince her that it was for the advantage of the student..* {Para 173}. S's 'views' keep her from taking responsibility: *Talked about how own voice connects with readings. Discovered a difference in view of the reasons for writing a thesis – I told her it was to teach her reader something – to explain/share with her reader, to keep them in hand – with her as the expert. She thinks she must write to show her supervisor that she understands. – Has a fear that reader will think she does not understand. She is severely lacking in confidence and we had a long discussion here where she was very tearful. She feels the readers are all experts and know more than her.* {Para 185}. S then received some negative feedback and asked for C's help, *Committee said methodology falls short and this threatens her registration which affects her funding. Could I please focus on the methodology section?* {Para 202}. C also advised that S do a computer course as this would be of tremendous benefit to her draft writing. C also noted that S was very isolated here (from Swaziland), {Para 212}, and not really focused in her work. Supervisor was absent {Para 230}. S afraid of making demands on supervisor. Supervisor distant in relationship; *Talk to [sup]. – Difficult because he just says 'Fix this – go and do it' – Not show her how and [S] is too afraid to ask.* {Para 246}. C does plan of action for her and S working together but does feel that too much of supervisors responsibility is landing on her shoulders {Para 247}. Anyway, they begin plan of working together. There was a brief gap and then S returned having had her proposal accepted at last. S had taken on some responsibility – probably boosted confidence – and made some efforts at beginning thesis on own. Wants to get done by end of the year {Para 275}. Has piloted questionnaire (– better than last time), realized it needed work and asks C's advice. (New C filling in for regular C whilst she is away). This C also agrees that there is a lack of supervisory support and that S is isolated – suggests networking with peers from home country {Para 287}. S agrees to keep in touch with Writing Centre through her research project. But gap. Then appears with long draft. However, there is obvious development in S's confidence – which shows up in her writing. Ironically now her supervisor has complained that there is too much of her own voice in her writing and S jokes that she finds it difficult to avoid! {Para 320}. Her growing confidence and sense of responsibility also shows up in that S now comes to consultations with more questions for C. C notes that there is a lot of work ahead but she is also excited {Para 321}. They work together on S's writing. Supervisor still absent much of the time, *I wish [sup] could see this! – and help out – apparently he'll be back next week. I suggested she put together a list of questions for [SUP] – as a checklist – and to check my suggestions against. I'm worried about giving her advice contrary to his designs.* {Para 375}. Improvement in writing does continue, S brings her queries to C in supervisor's absence. C mainly points out issues – less explaining and tutoring than before. C notes that it is easy to slip into editing S's writing – which may indicate that it has developed {Para 460}. Some old issues pop up – like need for S to connect herself – e.g. *Limitations – too theoretical – relate more to YOUR projects' limitations.* {Para 462} and supervisor appears to excuse himself by telling S that he wants a full draft before he reads it! {ibid.}. C encourages S to keep bugging him, but S has herself become much more pushy; *She says that she sits waiting in his office every day! He said she must give him a full draft. I suggested she do this with what she has and we carry on working on it. She said that she gave him one in November and it came back clean!* {Para 489}. Another long gap and S reappears at the beginning of the following year – as a walk-in, to explain her long absence. C is not happy to hear that supervisor has tried to shove his responsibility onto her [sup] finally looked at her draft and was very pleased with her work. *She told him she had been working with me. He suggested she convert to a PhD! And said she and I must work on a proposal!* {Para 520}, and C tries to set boundaries. They do however continue to work together and S goes through some further slips in confidence – e.g. with struggling to understand feedback on her draft proposal {Para 533, 557}.

FSP:1: S first leaves a draft and a mystic note – possibly feedback. *[S] left a draft with a covering note stating that the essay was on 'Resistance in a therapeutic Relationship' and a list of issues: 'grammar, style, (critically)? Do not understand, More you in assignment? Do not understand exactly how to go about writing an essay, reference - esp APA style'.* {Para 10}. She is worried about managing the honours course, and agrees to approach L. She asks for the Study Methods book – in other words, although anxious, does some directing; taking some responsibility. Her intentions of redrafting and reconsulting are her own initiative. {Para 40}. Made effort and although are still some concerns, feels she's managed in some ways, feeds back on C's suggestions, *She said it really helps reading aloud - helps with language and with shortening her sentences* {Para 57}. Still a need for her own voice to be heard and S asks how she can do this – asks C's opinion of ideas she does have on how – which C affirms; *'How do I express my own voice?' - own examples, links, conclusions. ...Can I use examples from my own life - e.g. my therapy? - Yes, but it's not necessary to mention it's you* {ibid.}. S expresses awareness of her own difficulties {Para 66}, and the issue of her own opinion being expressed persists. {Para 84}. She makes more effort based on C's advice, but arrives late and is then defensive, *says if this is wrong, then book is wrong - KNOWS she understood correctly. (This in connection with my point about dreams not being a form of resistance)* {Para 105} – here she is late and panicked, and C suggests they go through the process together – and does manage to clam her. *PANICKED - feels she ca not write - difficult here because of her lateness and our time constraints. Let's go through the process together. Topic sentences of this essay and plan - mindmap next one together. ... [S] feels she's learnt a lot !! And wants to learn how to do it right.* {Para 108}. Her next efforts yield some success. C inputs on S's draft, they discuss in question and answer and sharing perspectives and C encourages S to try to go through the whole process with her next time – all this should be affirming. *Retried introduction - better framing of essay. Struggled with topic sentences - but tried: What resistance is -- how Freud saw it -- ego -- consciousness -- how the therapist can help the patient (is this related to your topic? - no - scrap) -- types of resistance -- in general -- negative ways in which resistance can manifest -- positive ways -- what the resistance may indicate for a therapist (are you sure you should include this?? - no) -- defence mechanisms (go under types of resistance). ...She is confused by the idea that dreams are forms of resistance. Also confused by own concept of theory - thinks it's general ideas she has (without backing). We talked about theory and support and elaboration. Argument, selling ideas - specific examples and general ideas. ...WANTS to include stuff on therapy management - talked re: how and where. - Realized headings are important. In future, come in early to mindmap and brainstorm and then through drafting process.* {Para 125}. S brings out topic for next assignment and they begin the process – C suggests a strategy – of questioning during the planning stage – and S thinks of some questions with regards to what she would like to know about the topic. There is a gap (she failed to go through the process as C had advised) and S comes in again worried because she is failing her essays and has little experience at writing essays. C looks at a draft and finds little in the way of argument of S having connected with her subject. {Para 148}. Also, *I suspected that some passages were plagiarised, but decided to talk about that during the following appointment, because I did not want to overload [S] with negative comments* {Para 154}. After some discussion, S tries a draft on her own, C responds to this and during the consultation, she also advises on an approach for S's next assignment. *The essay was considerably better-structured than before, although [S] still provided lengthy definitions without developing an evaluative argument. Consequently, the argument had a certain fragmented quality which I commented on. However, I advised her merely to add a few evaluative comments to prepare the reader for the comparative argument, because the rewriting involved in shaping the entire essay around the evaluation would simply be too substantial. [S] started planning her next assignment, on traditional healers and medical aids (her own topic) with me. I noted that this was a good idea, since the real work is often done during the planning stages of an assignment. ...I advised [S] to make a list of similarities and differences between Western psychology and African traditional healing, and to make an appointment to talk about how these can be drawn into an argument.* {Para 169}. On a further draft, C points out where S's own voice

could come through more clearly. {Para 183}. They work together on a report and S takes the lead, fitting her findings into the template. *I discussed the report format with [S], and we spent some time trying to map her findings onto the report template. [S] did most of the work, although I suggested one or two possible headings.* {Para 195}. S then misses another appointment and arrives at the last minute again. C points out some issues but questions the worth of her effort at this stage. *[S] missed her last appointment, and walked in today with the report already one day late. She asked me to go through it with her to see that it conformed to the report format. Generally the report was okay, although the numbering was inconsistent and the headings somewhat confusing. She had also structured the findings according to sources rather than general concepts. I pointed this out to her, but also mentioned that it might be too time-consuming to consider changing everything at this late stage. ...There is still a tendency in [S]'s writing to pastiche different theorists' claims together without clearly indicating her own line of argument.* {Para 205}. There is a further consultation where S's opinions are unclear. S is also dependant on a typist and appears to get little guidance from her supervisor – although, judging by her motley attendance at the Writing Centre, it is possible that this is due to her own neglect. *[S] did not always indicate clearly whose opinions she was dealing with. A considerable part of the literature review was summarised from one source, leading to confusion. Her own opinions were not clearly distinguished from those of the critical texts she was reviewing. ...[S] still had to find someone to type the documents for her - not being able to type clearly makes her time management very difficult. She was going to see her supervisor directly after seeing me, for the first time in weeks - there does not seem to be much guidance here.* {Para 234}.

FSP:8: S brings outline and first draft of introduction to her thesis, C gets her to talk about it, and realises that S needs to have the elements of a thesis explained – which she does. A new appointment is made for a new draft {Para 13}. This is much improved, based on the previous discussion {Para 27}. S brings drafts regularly and C deals with issues to help for better organization. S wants to redraft first few chapters, C advises complete first draft of thesis {Para 49}. S uses both her supervisor and C, *She planned to bring me the draft of the next chapter as soon as possible; she would make 2 copies of this so that [sup] could comment on the scientific content while I focused mainly on language and organization.* {Para 56}. C notes plagiarism in one of S's drafts and finds that there are some conceptual difficulties. C suggests S ask supervisor for a resource and alerts supervisor confidentially, supervisor promises support and C suggests three-way consultation, *but at the end of the consultation felt very disturbed about her obvious conceptual difficulties with the theory, which I could identify but not remedy. I therefore sent a message to [sup], alerting him to her poor understanding of the basic theory of potentiometry and asking him to guide her to a helpful source of information. I asked him not to let her know that I had contacted him, as I thought that at this stage this might cause her to lose confidence in me. However, I had the strong feeling that this was a prime case for some 3-way consultations involving both [sup] as supervisor, and myself, as a writing consultant with some knowledge of the discipline, meeting together with the student, and I made this suggestion in my e-mail message. [sup] responded most enthusiastically: he had been aware of some 'inconsistencies' in her theoretical presentation but had not realised that there were gaps in her understanding. He promised to help her with this, and expressed strong approval of the idea of joint consultations. As I write this report I am awaiting further developments on this proposed collaboration, which should prove to be a most interesting experience and (I hope) very beneficial to the student.* {Para 69}. Draft of next 2 chapters brought, writing improved and equation problem improved. S's interest has also increased, *Another improvement was that she had meticulously defined all terms used in equations (perhaps going too much to the other extreme by even defining standard symbols like c =velocity of light). Her exposition of the theory of the spectrophotometry of complexes was very clear, and it was evident that she had a good understanding of this part of her topic. The same applied to the section on the theoretical principles governing the choice of synthetic methods for ligands, which was the best piece of her writing that I had seen so far. She told me that she was very interested in this aspect, and this interest certainly showed in her writing.* {Para 86}. S to redraft various chapters, new appointment made. C contacts supervisor, set up appointment with him involved; *After she had left the Writing Centre I sent an e-mail message to [sup], expressing my opinion of the 2 chapters I had just read and suggesting that we make Tuesday's session a 3-way consultation. He responded immediately to this message, saying that he had noted a marked improvement in [S]'s writing since she had started consulting me and agreeing that a triangular consultation, at which both content and linguistic aspects could be discussed, might be beneficial at this stage* {Para 94}. Supervisor encourages S to delay her departure home so that she can produce a quality rich thesis. S submits draft to C for this three-way consultation late and C reads it through the night (seriously!) C and Supervisor sit with S advising her on the thesis and S delays departure to work on it {Para 127}. Redraft in fact took longer than anticipated by S and she was anxious to get home and thus submitted her thesis earlier than advised {Para 153}. It is passed and S returns in the latter part of 1999 to consult on her PhD thesis. She leaves 4 chapters for C. C chooses which to concentrate on – but still reads a large amount {Para 170}. Again it seems that S has not understood some important chemistry theory, *This was very similar to the situation encountered in advising her on her M.Sc. thesis, when I found that she was not entirely familiar with the theory of potentiometry as applied to the determination of complex stability constants. I was disappointed that this had arisen again.* {Para 175}. When S brings in the third chapter, C is pleased to note that she now understands the theory she struggled with before, *I was pleased to note that the section on the theory relating the potentiometric results to the stability constants was lucidly presented, and it was evident that she now understood this theory very well.* {Para 187}. It does seem that supervisor has given over responsibility to C who is somewhat irked, *In both sections the discussion of the results was weak, with some serious gaps in the argument and again many points requiring elaboration. I had to give her a great deal of input here, and I wondered why [sup] had not picked this up. However, when I asked her about this she replied that she was 'still waiting for his feedback on this chapter'. She added that every time she asked him about it he 'just told her to go to the Writing Centre'. I felt rather annoyed about this as it seemed to me that he was abdicating his responsibility as supervisor and taking advantage of the fact that I was able to comment on the content of the thesis as well as the writing per se.* {Para 187}. C suggests another three-way consultation, S is reluctant because of the time factor. C concerned about rushing it. Later, during a chance meeting, C and supervisor discuss S's thesis position. Both agreed that S needed more time and to read more, *Shortly after the previous consultation on [S]'s thesis I saw [sup] in the Chemistry Department and spoke to him about my concern that she was trying to rush her thesis too much. He reassured me by telling me that he had persuaded her to delay submitting her thesis and not to think of graduating in December. He had insisted on her including a much more detailed account of their molecular modelling experiments, which had been sketchy and almost incomprehensible in the previous draft of Chapter 3. This had entailed her doing more reading on the topic, which was badly needed. I was pleased to hear that he did have the situation in hand and therefore stopped worrying about [S].* {Para 201}. S eventually reappeared with a long draft of the chapter and returned a couple of days later with a draft of the concluding chapter. C offers to go over the final draft of the whole thesis – as she does when having seen S's through the process of their thesis, but S declines – eager to get it in, *I had now read the whole thesis chapter by chapter, and I offered, as I usually do for students who have been consulting me over a long period, to read through the entire thesis once more, to check for flow, consistency etc. However, she was now very impatient at the delays and wanted to submit her thesis the following week so that she could return home to Swaziland. It seemed likely, therefore, that she would not avail herself of the extra service I was offering, and I was not surprised when she did not return.* {Para 228}.

FSP:9: S leaves proposal submitted already. C not sure of expectations – so waits for S – who wants help with her mini-thesis, *She wants me to help frame this mini-thesis. This must encompass the whole write-up - including the proposal already submitted and commented on (65%). She does not know how to write a research project - 'Lots of blundering'. She has also promised to give it to someone to type up by Friday, and there are NO extensions. I asked her to take notes while I explained the parts of a research write-up, and what was entailed in each element as well as conventions such as referencing and requirements such as own commentaries.* {Para 12}. They draw up a plan of action and set up a series of appointments. S leaves draft of an essay and intends to bring in others. C reflects on S's writing – good extracts but lack of connection or conceptual understanding; *Her selection of extracts is good - could engage with them more. Throughout, I feel she's just missing an engagement with the topic - I wonder if she would not manage this well with more input on requirements of post-grad essay writing and more knowledge of*

academic discourse - although she manages this better than other B.Ed.'s whose work I've seen. Her own argument is not clear. Includes an appendage but no explanation. She does not quite seem to understand literacy - it's important to clarify this for the purposes of our present project (- done during consultation). {Para 30}. Rough draft of Literature Review brought in - S talks through, confirming understanding and C clarifies where necessary. She brought a very rough draft of her Literature Review and Methodology - almost in list form. I asked her to try and get this written out in close-to-final draft form for our appointment tomorrow....She went through her Literature Review with me - really confirming the interpretations of 5 authors she's picked out - Griesel, Street, Gibson, Ramphela and Gee. She was slightly confused sometimes - I clarified for her as far as I was able; told her to check up on my interpretation of Gee's theory. She was not sure how to organise this - author by author or theme by theme (comparing different authors / research findings) I advised the 2nd approach - using the 2 examples of theories of multiple literacy's and language learning-versus-language acquisition to illustrate my suggestion. {Para 32}. S delayed in writing her transcripts - due to bad recordings. Comes with lots of questions around her literature review and methodology sections - C encourages her to bring in her whole draft of these sections {Para 48}. S just managed this and in their discussion, C finds that S has important information that she had not thought necessary to include, she did not seem to understand what sorts of information were needed in the task. During our discussion, I discovered a mound of really interesting information that she had not included because she did not think it related to literacy. {Para 62}. S brings in marked essay wanting advice on how she could have done better - in preparation for the exams {Para 80}. S grateful for detailed examination and discussion on Ls feedback. Wishes she'd known about the Writing Centre at the beginning of the year {Para 102}. In fact, she did not pass everything and has no more study leave - visits C during a week's holiday in July. Has a supportive lecturer who has agreed to help her during this time and she requests help from C as well. She wants to retry all her assignments and consult through the post in the next term. C helps focus her priorities {Para 111}. They begin to brainstorm around one of her assignments, S to continue on own. C also responds to a draft S brings in and L is supportive throughout {Para 125}. C and S draw up a plan of action together, Apparently [L] suggested I discuss her examination techniques with her as well. We agreed to do this closer to her exams and concentrate on her essays now....We drew up a plan of action for the next while: * Unpack topic * Brainstorm * Mindmap * Drafts, redrafts and discussion * Final write-up ...She is going to continue her brainstorming tonight, mulling things over and thinking up questions she would like to have answered in her essay. She is also going to look at some actual tests and think about them. To reconsult tomorrow. {Para 130}. Next, C and S discuss her ideas, C pushes next step, Having brainstormed and worked on an initial plan for the essay, take it further - perhaps to first draft stage. ...She has seen [L] twice since our consultation yesterday. He feels fine about what we're doing, saw her questions and discussed them with her - and gave suggestions for a couple more. {Para 147}. Begin to prepare for exam skills. C does some interpreting of terms for S. S falls behind in her schedule {Para 162}. C concerned that S is too dependent on her - encourages S to do more on her own {Para 180}. A few months later: S leaves draft but ca not make appointment, C writes commentary for her, She is getting there slowly - starting to put her own voice in and explain her statements - but they could still be further elaborated.... * Language: grammar really. I corrected some of these. {Para 188}. S is struggling with time management. L still supportive from New Zealand. S does make efforts on her own but also seems to be very confused about what she is supposed to be doing. C and S continue to discuss her assignments while she is in town. Some development in S's writing - but slow and highly dependant on C to the last consultation, We then had quite a long conversation around teachers' setting of tests/assignments and what thought needs to go into this. {Para 234}. There is, however, more flow and fewer citations. She was still insecure about her references - she asked, 'Is it better to quote another before or after what I've said?'. We talked further about the balance of use of other authors - use them only when they are USEFUL to your work. She tends to attempt to include every related point from others - which serves to totally annihilate her own voice - or even the chance of the emergence of her own opinions....She will consult at 8.30 tomorrow morning - before final write for submission....I worry about [S's] faith in her own capabilities. She writes down every question of mine, and every comment - even when I have written it on her draft. {Para 250}.

FSP:14: S consults over one draft and intends to return to discuss her next essay {Para 14}. She brings a draft for this, This time I did not have the opportunity of studying the draft in advance, but I used the experience gained in the first consultation to focus on likely problem areas. I was pleased to note that she had adopted my suggestion of numbering sections and subsections; this had indeed enabled her to cross-reference and thus eliminate needless repetition. She had also been careful to cite references in the text;...This essay was in a rawer state than the previous one had been when I saw it, but fortunately this time she had allowed time to consult me again on the revised draft. She made an appointment to do so on 11 October, which was just before the due date {Para 26}. She continues to follow C's advice and her writing develops nicely. S expresses gratitude; This was the last essay that she had to write before the exams, She said that she felt that her consultations had been helpful, and her approach to the essay questions in the exams could well profit from the advice she had been given. {Para 44}. She returns later when preparing for a research proposal - careful with her time, because she relies on a typist. C and S discuss issues arising from C's reading of S's draft {Para 54}. S brings in another draft, C does some editing - urges S to do the rest, She brought her draft in late and I read it whilst she sat with me, eating her lunch....Language problems included tense inconsistency, many errors of concord, wrong or absent conjunctions, expression/meaning unclear due to wordchoice. I did some editing here, but pointed out that she would have to read through her draft and check for these herself. {Para 65}. C guides discussion - for S to follow up, We also discussed the connection between her own research and that outlined in her readings - I asked her to tell me what new information her proposed research could offer and we talked about how this could be included in her proposal. ...There was no time to reconsult before being typed out. I asked her for feedback once it is marked. {Para 76}.

²¹⁶ The organization seemed satisfactory and, when she showed me a copy of the journal to which she hoped to submit the article, I could see that she had followed all the guidelines given to intending authors. Coherence was good, the argument flowed well and the conclusions were succinct and logically drawn from the argument (she had obviously implemented all my suggestions in this respect. {FSP:13: Para 73}.

[S] contacted me to say that she won a scholarship as a result of her paper and will be wanting to work with me again soon! She is delighted - great news! ...She was waiting here at 8.30 with her redraft! {FSP:3: Para 163}.

Another postscript can be added to this final report on [S]'s thesis. She had told me that she had applied to do her Master's degree in sociology, by coursework and dissertation, but this application had been turned down by the Department. She thought that this rejection was based on the results she had achieved for her coursework assignments; these had been poor during the first semester, but her marks for her essays had improved very considerably during the second semester, after she started consulting the Writing Centre. She intended, therefore, to appeal against this decision. On 14 March [X] the Head of the [XX] Department, phoned me in connection with her appeal. He said that she had indeed been assessed as an 'unsatisfactory student' on the basis of much of her coursework. However, the Department had been very surprised by the high standard of her thesis, and now consideration was being given granting her the option of doing her Master's by research and dissertation only. Before such a decision could be taken he would have to ask me, in confidence, to tell him just how much of the thesis was [S]'s original work. She had acknowledged my assistance in the thesis and there was some speculation about the extent of my role. I assured him that all the ideas embodied in the thesis were [S]'s, and my intervention had been restricted to assisting her with the organization of those ideas, as well as the purely linguistic difficulties that she experienced as an ESL student. I told him that I had been impressed by her research capabilities and the originality of her ideas, and that I thought that she would do well as a full-time research student. Just to clarify my credentials as a judge of research students, I explained that I had years of experience of guiding students in chemical research - there was a stunned silence from [X]! He then terminated the conversation, thanking me profusely for my input, and I had the distinct impression that he was going to recommend [S]'s acceptance for a research Master's. I heard nothing further for the next 10 days, and then [S] phoned me at home, very excited, to tell me that she had received a letter from the Dean of [XX], accepting her as a candidate for a research Master's degree in [XXX]. Naturally, I said nothing about my conversation with [L] and tried to act as if her news came as a pleasant surprise. She did not yet know her results, but had been given

very complimentary feedback on the thesis by members of the Departmental staff; they were, however, still awaiting the external report. She would tell me as soon as she received any news. She would also be coming in shortly to discuss her research proposal for her Master's. It was a great thrill to know that the assistance of the Writing Centre had led to this new door being opened for [S]. {FSP:12: Para 408}.

²¹⁷ By this time she was in such a state of nervous tension that she was incapable of thought, and she just accepted all my amendments to this draft without any discussion. I felt very uneasy about this, as it seemed that the supervisor's responsibility had devolved entirely on me - not a desirable situation, especially in a field that was not my own speciality. She had found a typist willing to work on the final draft of the thesis over the weekend, and was anxious to get the work to her {FSP:12: Para 356}. ...She was planning to proceed with the amendment of the methodology chapter, to which end she had not, contrary to my advice, consulted her supervisor (who seemed to have abdicated all responsibility, as she was on sabbatical leave). It appeared, therefore, as if the responsibility for advising her on this thorny problem would devolve upon my reluctant shoulders {Para 477}. ...I was not, however, able to judge their accuracy when it came to assessing the relative magnitude of [S]'s contribution, which made me feel very uneasy about having the final say on this amendment. Despite my urging, she obviously had no intention of consulting her supervisor on this issue, which unfortunately seemed to have engendered some ill feeling on both sides. I could only hope that she was being scrupulously truthful this time {Para 495}.

²¹⁸ MSP:9. S is OK in English but wants help with 'academic' writing - he brings in a well thought-out outline, but C sees some ways in which his points could be more logically organised. They discuss this at the consultation and he intends to attempt a draft and return. He brings in a draft in which he has followed the plan he and C had drawn up, and his argument flows logically. {Para 23}. He comes in again - with a draft of a new essay, but this is disappointing, *I was concerned because he did not seem to have transferred what I had told him during his consultations on the first essay to this new task, improvement being evident only in the introduction* {Para 37}. They work on this together and he proceeds on his own. He returns with a draft of another essay and is now working under a fair amount of pressure. *He was working under pressure, as there was to be a field trip just before this essay was due and he was preparing for this at the same time.* {Para 48}. Unfortunately there is little development evident in his draft; and he appears to have plagiarized sections. *I was very distressed to see that he had made no progress and was obviously not transferring anything I told him during consultations to subsequent tasks. I was even more upset to note that introduction and conclusion contained some long, involved sentences and high-flown language that was quite different to his own style.* {Para 48}. He is warned against plagiarism and S and C discuss his draft. After his field trip he brings in a reworked draft that is much improved - although there are still some areas that could be improved upon. *However, I was very pleased that the introduction and conclusion were so much improved, so that I could forgive him for one persistent failing. I was even more pleased to see that he had obviously expressed everything in his own words. Thus plagiarism was not an issue this time. However, the related problem of inadequate referencing arose in this consultation.* {Para 60}. S informs C that there is one more assignment now, and some in the following semester, and then a research project, over which he will consult her the following year. *This was the last essay for the first semester, but he told me that there would be another 3 in the second, and then a research project and dissertation the following year. Thus, it seems that this will be a sustained interaction.* {Para 61}. However, he returns at the start of the second semester - with a draft of a new assignment in a new genre, which C finds he has managed well. *I had wondered how he would cope with this new writing genre and was pleasantly surprised to find the report well organised, with an appropriate introduction, stating clearly the objectives of the field trip, and the main body grouped into cohesive sections. Thus, he was definitely showing improvement in general organization and cohesion.* {Para 73}. It seems that he is now able to transfer his learnings - and is grateful. *I felt happier about him after this consultation: at last there was evidence that he was transferring what he had learnt in his previous consultations to new tasks, even a new genre. He obviously recognised this fact himself; he mentioned that he was now 'finding writing easier because of what I had taught him'.* {Para 74}. S tries an essay on his own and manages well, *There had been another assignment since his previous consultation, but he had decided to try to write without my help, to see for himself whether he had assimilated what I had taught him. I asked him how he had done and he replied that he had been given a B symbol for it (i.e. 70-79%). I was pleased to hear this, as it showed that he really was learning to write.* {Para 86} and the current draft is also looking good; *When I read his draft I was very pleased to note that the essay was very well organised, both with respect to overall organization and cohesion and coherence, and thus his improvement in those respects (see previous report) had been maintained. He had also overcome his earlier difficulty in writing introductions and conclusions; both were highly satisfactory in this case.* {Para 86} some minor issues are dealt with. *Apart from this the only flaws were some (minor) syntactical errors, which were easily rectified. This time there were no vocabulary errors. He has really made excellent progress since he first consulted me in April.* {Para 86}. S intends to return with his dissertation - on which he is encouraged to use the process approach - bringing it in chapter by chapter. *SJ started writing his thesis. I asked him to bring it to me chapter by chapter, so that I could give him feedback as the writing progressed. Thus, this first consultation of 1998 was on the first chapter, the introduction to his thesis.* {Para 98}. The first draft chapter seems fine and C addresses some minor issues, {Para 99}. however, she wonders if S has plagiarised in the next draft chapter. *Much of this chapter was exceptionally well written, but in a style that was not quite the same as the one [S] had developed, and this disturbed me, the more so when I encountered some paragraphs in which he had reverted to his normal style, with the usual quota of syntactical errors. I strongly suspected plagiarism, possibly from the team report. This suspicion was confirmed during the consultation, when I had to ask him about one or two sentences in the (mainly) well-written part; these did not make sense and it seemed as if a few words or possibly a line had been omitted in the typing. He looked uncertain when I pointed out these omissions and was unable to tell me what he had intended to convey, mumbling that he would have to 'go back to the original reference'.* I warned him that, even though the students who had comprised this team had been given permission to draw on the report in discussing issues that were common to all the land resettlement projects they had investigated, this did not mean that he could just copy the report, apart from an occasional quotation (e.g. in stating the letter of the law where this arose), which must be clearly designated as such. I emphasized that, with these exceptions, the material that had been included in the team report must be discussed in his own words. This seemed to come as a bit of a shock to him. Once before I had warned him against plagiarism, but perhaps he had thought that it was acceptable in a case where he had been involved in the compilation of the report that was serving as a source for this part of his thesis. {Para 111}. S follows her advice in the next chapter - but again appears to have plagiarised. {Para 125}. Then he brings in a further two chapters - and C still suspects plagiarism. Her suspicion seems to be confirmed when his writing deteriorates. *Here there were no readings to draw on, and I thought it significant that there was a dramatic deterioration in the clarity and style of the writing. This seemed to confirm my strong suspicions of widespread plagiarism in the earlier chapters.* {Para 136}. I gave him extensive written feedback on his linguistic errors so that I could devote the consultation time to helping him to reorganise his points in order to improve cohesion within sections and avoid repetition. {Para 136}. She is relieved to note no signs of plagiarism in his next draft chapter - where he has incorporated her advice and his writing has improved. *As planned he returned a week later to consult me on the draft of his final chapter, which gave the conclusions and recommendations. ...his was well organised and clearly written on the whole. He had started by listing the conclusions and recommendations in point form and then discussed each in turn in the body of the chapter. He hoped to be able to bring me the whole thesis to scrutinise by about 14 July, so that he could finalise it and submit it to the examiners by the start of the second semester on 20 July.* {Para 160}. It is important to note that this C does offer to read throughout the penultimate draft of the whole thesis for her long-term clients. This reading is many hours of work for C. *To go through the draft took me many hours of reading, as this was no superficial final check for grammar and spelling. It was essential to cast a really critical eye over it for 2 reasons. Firstly, I had to ensure that he had eliminated the plagiarism that had given me so much concern in earlier drafts. Happily, this was the case, but as a result of the rewriting there were more linguistic errors to be rectified than is usual in a final draft. However, I accepted this gladly - I was so pleased to see the plagiarism out of the thesis, especially as the University was taking serious action against the practice at the time. The second major concern for me in this draft was to check whether all the*

illustrations and tables, which I had not yet seen, were acceptable and properly integrated into the text and that the changes recommended by his supervisor and by myself had been accomplished without disturbing the flow of the argument. This was a case of good and bad news - the illustrations and tables had been well integrated but there were lapses in cohesion, and to a lesser extent in coherence, in the chapters that had been drastically revised. This applied especially to Chapters 4 and 6, where I had made extensive recommendations regarding the order of the points in the discussion and the further elaboration of some points. (Para 172). S is grateful to C; He thanked me effusively for my assistance and promised to give me a copy of the thesis when he submitted it (Para 174). Note that this student - stuck to a chapter-by-chapter process of work.

MSP:15. S is struggling to understand the readings that his supervisor had given him, involving rather complex philosophy. C agrees to look over these, as well as his draft chapter. She is also able to advise him on networking resources. For the next consultation, he brings a few pieces of writing, but C is only able to concentrate on one of them, due to her own time constraints. *He had brought me a copy of the chapter in [sup]'s book and a draft of the introductory chapter of the thesis in advance, as arranged, and had also included a draft of a short report on the pilot study (survey carried out in India). Unfortunately, owing to many other commitments in the Writing Centre that week, I was not able to read the thesis chapter and was only able to skim through the chapter of [sup]'s book, marking what seemed to me to be the salient points of the theory. I therefore concentrated on the short report for this consultation.* (Para 32). For this, she prompts S to clarify what he is trying to say and then help him to correct his syntax. She does networking for him, and at the next consultation, interprets the readings for S - struggling to understand them herself at times. She realizes that S has plagiarised parts of the book, due to his lack of understanding. *I became aware that several pages of the thesis chapter were plagiarised from the book, with no attempt at paraphrasing. Where paraphrasing had been attempted, the meaning was not always clear, owing to the student's poor syntax. It was evident from his plagiarising sections of [sup]'s book that he did not understand these sections at all; this was confirmed when I spoke to him about this at the consultation.* (Para 53). After C explains to him, S agrees to redraft and he also gives her a new (and improved) version of his pilot study, which they had worked on together previously. *The revised version of the report on the pilot study was a great improvement on the original draft, all the recommendations of the consultation of 17 March having been implemented. There was little need for further discussion of this report, and I felt that the real reason for his seeking another consultation was emotional.* (Para 68). He is struggling with his supervisor's ideas for his thesis - taking him in a direction that he does not wish to go. They discuss this and C provides further networking suggestions. S is then required to form a short review of his methodology for his professor and C helps him to formulate this. S still struggles with supervisory issues - basically differences between wishes and expectations of Supervisor and student. *He was still very distressed at [sup]'s insistence that most of the thesis should be concerned with application of his theory, instead of practical counselling issues. I felt that he had a valid reason for dissatisfaction, especially as he is due to go to India at the end of June to do more field work. He must obviously know before then what aspects are to be emphasized. ...I suggested that he take up the matter with the Head of the Department, who seems to be aware of the problem, as he has mentioned it to [S]. He is trying to write the chapter on methodology for his thesis, but this will obviously be impossible until this issue is resolved.* (Para 119).

S brings in a new reading for C to decipher. Again, C reads and interprets - writing paraphrases for S. I decided that the best approach was for me to read the chapter carefully, mark the most important parts, and write out a paraphrase of these sections for [S] to summarise. This proved to be a difficult and time-consuming task. I covered most of the chapter while working at home but did not manage to finish it before the consultation. Thus, much of the consultation time was spent in finishing the paraphrasing while [S] read what I had already done and asked questions where there were points that required further elucidation. At the end of the consultation he seemed to understand all of the material that had been paraphrased and felt able to engage in the writing task that his supervisor had given him. (Para 136). S feels confident to proceed with his writing. At the next consultation, S tells C that he has confronted his supervisor over their clash of opinions and got his own way - S feels better about both his fieldwork and his thesis. He told me that, since the last consultation, he had confronted [sup] about his emphasis on the theory in this thesis, at the expense of the practical counselling issues that [S] wished to address. It had been a stormy meeting, but eventually [sup] had agreed to [S]'s using more of the experiences of counsellors with patients in addressing his topic. He had, however, insisted on this special study of the theory as applied to Hinduism, as he felt that this must be the framework for the studies in India, with its large Hindu population. With [sup]'s blessing, [S] had finally managed to interview [X] and other social workers at St. Luke's Service Centre in Woodstock on the subject of counselling AIDS patients, and [X] and her colleagues had proved very helpful. For this reason, [S] was now feeling more sanguine about his thesis, as he felt that he could see how to progress and what should be the focus of his field work in India. He hoped, as I did that the study of [sup]'s theories that we had just completed would be the last for purposes of the thesis. (Para 144).

MSP:4: He first consulted on a major essay that was a requirement for his coursework, enjoys the consultation and intends to return, *He was well pleased with the advice he had been given and declared his intention of returning to the Writing Centre to consult me on the rest of his essays, and eventually on his M. Ed. Dissertation* (Para 25). He brings in a redraft, where, it appears, he did not manage to assimilate C's previous advice. *In reading this new draft I was rather disappointed to find that the problems in his writing were just the same as before, which showed that he had not really assimilated my advice of the previous consultation.* (Para 39). A new draft follows, which is much improved, *Again the draft was well organised and the argument flowed logically, and I was pleased to note that there was now marked improvement in referencing (which was completely correct) and that the conclusion to this essay was stronger, which showed that he was progressing in the art of drawing inferences from an argument. It seemed that he had succeeded this time in transferring the advice that I had given him in his previous consultations to a new task.* (Para 68). and his progress continues, *I was pleased that his progress in other respects had been so good that I was able to make such comparatively minor issues the focus of this consultation.* (Para 76). However, when he has to write in a new genre, there is a resurgence of difficulties, *His analysis of the research paper was very confused and only his review of the literature survey was satisfactory; his experience in writing essays during the first semester had obviously borne fruit here. However, his analysis of the findings of the authors' research and their significance was extremely muddled, containing many contradictory statements, and on reading the draft I suspected that he had not understood much of the argument in the paper. The section outlining the mini-research project was badly organised and there was no logical development of argument.* (Para 94). He makes an effort to redraft and reconsult - again managing to develop his writing, although C finds an important gap which she points out to him with concern, *On rereading the guidelines for the assignment I found that he had omitted one requirement: it was necessary to submit a transcript of parts of his interviews with the 2 teachers to illustrate any difficulties he had reported experiencing in his interviewing technique.. I pointed out this omission to him and on the following Monday he came in briefly with such a transcript, which seemed to fulfil the purpose of exemplifying the admitted weaknesses in his interviewing. I was concerned about his problems with this assignment, which showed that he had much hard work ahead in order to prepare himself for the research component of his Master's course.* (Para 125). He returns a month later with a draft of the literature survey of his dissertation, which he has now managed and a new section, which is problematic, *The survey was well organised and correctly referenced and the argument flowed logically. Included in this piece of writing were the rationale for and background to his own projected research, which were clearly presented. I began to feel that perhaps my misgivings regarding his research capabilities had not been justified. Thus, this piece of writing was largely satisfactory. However, when he came for the consultation he produced another part of the Document, in which he had attempted to formulate his research hypothesis and research questions, as well as the scope and limitations of the research, and this was very inadequate which, sadly, revived my feeling that he would need much more practice and guidance in order to cope with this new genre of writing about research.* (Para 142). He then comes with a draft of a new assignment and C is pleased to hear that they are being given, through these assignments, further practice before undertaking their own research, *His draft showed more conceptual understanding of the research paper than had been the case in the previous assignment of this type but some muddled thinking was still apparent in his attempts to review the authors' argument.* (Para 169). He told me that this was the last

assignment for the coursework component of his M. Ed. curriculum and therefore he probably would not return to the Writing Centre until 1998, when he would be writing his dissertation. {Para 179} and returns later with a redraft of one paper - in which he has followed advice from both C and his lecturer, His prediction that he would not be consulting me again in 1997 proved wrong; he returned at the end of October with a revised draft of the report on the paper on the effect of language on pupils' understanding of maths problems. ...This seemed to have had a salutary effect as he had applied both the lecturer's feedback and my advice at his previous consultation to produce an argument that was much better developed than before. {Para 192}. Practice appears to pay off, Syntax had improved too, but there were still sections of the report that were difficult to follow owing to syntactical errors. Thus, most of my written feedback and the assistance I gave him during the consultation was concerned with the clarification of these sections. I was glad that he had been given the opportunity to redraft this report since, as has been mentioned, I felt that he needed all the practice he could get in writing about research before he could hope to undertake the major task of writing his own dissertation. At the end of the consultation he said that this was definitely the end of the coursework component of his M.Ed. and he would be going home soon. He would be consulting me on his dissertation in the new year. {Para 196} - note the C's responsibility in saving time with written feedback to concentrate on more pressing issues. Actually he did not return.

MSP:5: S requests process approach; brings first draft of first chapter, consults, leaves draft of next chapter for next consultation, at which he does the same, {Para 13, 25, 33}. C points out issues and corrects syntax. Feels abilities are limited, consisted mainly of equations and graphics, which I did not understand; I just had to assume that his supervisor had checked these. {Para 35}. C feels frustrated - feels like an automaton; next chapter left, I stressed again that it was not my function to act as editor and proof-reader. However, he refused to accept this and insisted on giving me another chapter to read. I was not pleased, as I was finding this thesis deadly boring, as I could not give input on the theory, etc. {Para 35}. C then strategises to get this finished asap and requests that S bring all at once (NB: WHY is she editing??!!), He returned the next day to collect this chapter and give me the next one. I asked him to bring all the rest when he came for his next consultation. I was finding this job so boring that I just wanted to get it over as soon as possible! {Para 47}. She points out errors, and then finds it a bit more interesting, to her pleasant surprise, Here he had warmed to his subject and as a result the style was less stilted and stereotyped. This led to some lapses in register, where he departed from formal academic register and adopted a more 'chatty', colloquial style. {Para 57}. S brings next chapter, He did not bring me the whole of the rest of the thesis as I had suggested as (I had not realised this) he was still pondering over the final discussion of the results and the conclusions. He just left me the next chapter, as he had been doing, and booked another appointment for the following day. {Para 57}. Writing here is less developed and there is more discussion in the consultation, This was obviously a much earlier draft than the other chapters I had seen; it seemed that we had now gone beyond the sections that had previously been read by his supervisor. The language was poorer and there were some careless mistakes, e.g. in the numbering sequence of the tables. Register had really deteriorated here and phrases like 'this takes a lot of getting used to' abounded. Once again cohesion within sections and subsections was an issue to be addressed. Thus there was more to discuss at this consultation. ...For the first time he had no further material to leave with me at the end of this consultation. He was still working in the discussion of the results and the conclusions; however, he thought that he was nearing the end of the road and hoped to bring me drafts of these final chapters on 25 September, for a consultation the next day. {Para 71}. Next chapters also in need of more attention and discussion, The chapters in which he discussed his results and attempted to draw conclusions and make recommendations proved to be very inadequate, which was surprising in view of the relative strength of the rest of the thesis. {Para 84}. In most instances his method gave worse results than the published methods. I was surprised to find that in the discussion he had merely commented on this, without attempting to explain it or suggest refinements that might lead to improvement in the results. The conclusions were very sketchy, which was, of course, a consequence of the inadequate discussion and absence of argument. At the consultation he explained that he was, in fact, currently testing a refinement of the method but it was taking a long time to work through all the comparisons, even by computer. He had come to the realisation, however, that it would be essential to go through with the whole refinement process to improve the results and reluctantly conceded that it would now be impossible to submit the thesis by the deadline for December graduation, which date was then only a week off. ...Towards the end of the consultation he showed me a first draft of the synopsis for the thesis. I felt that this contained insufficient information and advised him what to add. He did not book any more appointments but I encouraged him to consult me during the development of the new discussion and conclusions if he wished. However, he did not return during the rest of 1997. {ibid.}.

²¹⁹ MSP:3. is keen to take on responsibility on his first visit. He brings a draft to his first consultation, wanting to improve his writing; he is grateful for grammatical advice, has managed good time for drafting purposes and intends to return for C to do another reading. At his first consultation he was more advanced in the development of the first of these essays than were the others ...I suggested more appropriate terms, which he adopted with great enthusiasm. He was also grateful for my advice on his grammatical shortcomings; he is obviously keen to improve as a writer. ...At the end of the consultation he said that he felt able to proceed with the final draft. {Para 13}. When he is able to consult over a redraft, C notes improvements in his language and register and S expresses pleasure at his own development and intends to return to the Writing Centre over his next assignment as well. He was pleased with the way in which the essay had developed from his 2 consultations and said that he would return for further consultations, on the second essay this semester and the technical report to be written during the first semester of next year. {Para 26}. He consults over another assignment at the end of the year, and C notes that he has been able to transfer his learnings across tasks. The essay, on workflow management in cases where mainframe and client/server systems are linked, was already well developed. It was gratifying to see that many of the problems on which I had advised him in August had been overcome, and I thought that his writing had improved very considerably since his previous consultations. The essay was well organised on both macro and micro levels, and the information flowed in a logical manner. His use of language had improved too, and there was little of the colloquial language and jargon that had been prevalent in the first draft of his earlier essay. {Para 38}. C, in fact, attends to much detail in her reading of his draft, pointing out many gaps in his referencing. To help him, I had listed the references in the text which were not given in the bibliography; he was rather shocked at the length of the list! ...He intends to consult me next year when he writes the major technical report that is the last requirement of this course. {ibid.}. He carries out his intentions and returns the following year with a draft of his technical report. There are some issues - which S ascribes to time pressure. They make a plan to focus on the unfinished sections in more detail next time, Thus, most of the literature review was satisfactory, as he had implemented the recommendations of the previous consultation. However, where he had added new sections, with details about interfacing mainframe and client/server systems and on the philosophy underlying training programmes, the organization of the subsections had gone awry and coherence was poor. ...He ascribed this weakness also to shortage of time. ...The results and discussion sections were still very raw and, as he had not yet finished processing the information he had obtained from questionnaires, I only skimmed what he had written and gave him some advice about the presentation of results in a Technical Report. In-depth discussion of these sections will probably be the focus of his next consultation. {Para 50}, however this did not happen as S had rushed to hand in his report before leaving for a pilgrimage to Mecca. Unfortunately he had to rewrite this on his return, and consults at the last minute. C fits him in after hours and due to the time pressure, looks at old issues - she notes some improvements, but similar difficulties. Thus, I had to read his draft very quickly in the few hours that I had free before his consultation, which took place after working hours on 30 October. I did not, therefore, have the time to dig very deep for issues to raise at the consultation. However, the strategy of concentrating on what had been noted as issues in previous consultations proved helpful. I was pleased to note that he had at last mastered the art of referencing, which in this case was complete and in accordance with the accepted conventions. The introduction to the report was also greatly improved, with a clear statement of the research problem and a thesis statement. Thus, 2 of the difficulties noted before had been overcome. The literature survey was well organised and coherent, and was also much more focused than it had been in the earlier version. So far so good. ...However, as happened with other students from this class (see e.g. Faure, Wozniak), when it came

to the presentation and discussion of research results organization broke down completely. (Para 64). S had not expected to have to do so much work on the draft - but did concede that he saw C's point and expressed his gratitude. *He was obviously very upset about having so much rewriting to do just before the due date (after the consultation he had just 1 day in hand). I suspect that he had envisaged my doing just an editing job on this draft. However, he admitted that the research section of the previous version of the report had been heavily criticised, and on reflection was grateful for my input. He promised to let me know how he fared with the report.* (ibid.).

MSP:14. He came when he was about to start his thesis - he brought C an outline and asks her to comment on the content and the organization. C responds to his requests and at the end of the consultation S says he feels able to proceed with drafting his thesis and would consult her through the process. (Para 13). However, he comes next with a draft of his whole thesis - he is grateful for her feedback after the second consultation and expresses his intention to return with a redraft the following week. (Para 25). Although falling a couple of days behind his plans, he does so and C notes some areas of improvements and some in need of attention. C re-explains some issues, *On reading this new draft I was pleased to note that he had succeeded in reorganising the introduction. However, I was disappointed in the final chapters, as he had not managed to rearrange his points about the environmental consequences of centre-pivot irrigation, which were still distributed over 2 chapters instead of being integrated into a cohesive whole....As I had spent some time on this crucial aspect at the last consultation, I wondered how much he had understood of what I had told him. Thus, I felt constrained to start at square one and explain again how and why the sections on environmental implications should be reorganised so as to present a logical argument on the actual and postulated environmental damage caused by the increasing use of centre-pivot irrigation for potato cultivation in the Sandveld.* (Para 40) and again S intends to redraft and return - which he does, with a much-improved version. *The third draft, which he left for my attention, as arranged, the day before the next consultation, was much improved in that he had at last succeeded in integrating all his points about the environmental consequences of centre-pivot irrigation. These were combined into a cohesive section at the end of the chapter that began by discussing the growth of this irrigation system in the Sandveld. I was very pleased to see that the crux of the argument now developed logically from that chapter.* (Para 63). He makes arrangements to bring in a final draft - which seems impressive: *He arrived over an hour late for his final appointment, as he had been working at a computer agency in Rondebosch, producing the final version of text and illustrations, and assembling these. I did not have time to do more than skim most of the manuscript, but I thought that the finished product looked very well presented. His illustrations were excellent and the introduction and body of the dissertation were now logically organised and written in a satisfactory style. I was concerned to note, however, that he still had not written the section giving the main conclusions to be drawn from the study. On the other hand, most of these were included in the abstract, which was satisfactory. However, with only the conclusions and the bibliography to complete, he was confident about handing in his thesis on 9 October, after the weekend. I felt relieved to see how well the final product had developed into what seemed to be a successful dissertation. [S] was highly delighted with it and thanked me effusively for my assistance, declaring his intention of recommending the Writing Centre to his friends* (Para 88). A grateful S submits his thesis. He then consults C on a draft of a report he has to write on a project undertaken by himself, and C responds, finding a deterioration in his writing since he has been out of the academic environment. *This seemed to be very innovative thinking on his part, but the problem was that he had not explained and justified these criteria at all clearly, as his syntax was so poor that much of the writing was incomprehensible. In this respect his writing had deteriorated markedly since 1995 - possibly because he had been out of the academic environment when he had returned to his home in Namibia after obtaining his Honours degree.* (Para 119). He aims to complete this and return, however, to my surprise he failed to keep this appointment and did not reappear in the Writing Centre for the rest of the first semester. *I can only surmise that perhaps he found a more useful source of assistance within the City Planning discipline* (Para 127). After this gap, S returns to the Writing Centre (and a new C) with a skimpy draft (of a new report), C responds to his ideas and points out some grammatical errors, but, *We agreed that he'd come back when there was more of a structure for us to work within* (Para 143). He does so and relays that his supervisor is pleased that he is consulting the Writing Centre. (Para 158). There is further improvement in his next draft and S has become enthusiastic about his content - his writing showing some development but not totally perfect - perhaps due to his being in a hurry; *A more grammatically correct and organised draft was presented. Now [S] wanted to go much further than the topic specified and go into his 'vision' for this plan. He had become excited and enthusiastic about the prospects of this plan. I encouraged him to have his vision but to leave discussion of it to the end as it was not part of the topic question. ...All in all there had been a lot of rushing back and forth to supervisors, computers and the Writing Centre, and [S] seemed to feel that our help was invaluable (an Aha client). He came back to leave a copy of his final draft with me as a courtesy and said that Miss Watson had told him to leave the proposed diagram for the next time as it was too late to do it for this report. (Sadly there were still many gram errors and spelling mistakes, despite my having drawn attention to them. Probably he was just too short of time.)* (Para 169).

MSP:1. He started off well at the beginning of the year - with healthy intentions, but disappeared after some time. At first he left a mystical draft, which C asked him to take her through - in a getting-to-know session. C tried to relate to S's field with her explanations, and they set the next step. *He had written: 'Proposed field of study: Design. Abstract: I propose to investigate prophesy in the book of revelation and the African culture in relation to the interpretation of visions and dreams of prophets.' This was followed by the heading, 'essay' and a page of typing in which I felt lost - no sense of connectedness or purpose. Felt he needed to take me through. I talked about proposal writing - using lots of arty metaphors. He is to try to restructure along the lines of our discussion and will reconsult on Thursday.* (Para 12). He brought part of a draft to the next session, which they went through together and planned the next part. This happened three times over the same assignment and then S failed to return.

²²⁰ MSP:17. This second-year XXX student came to the Writing Centre after seeing our pamphlet. He was aware that he had problems in communicating in English, both orally and in writing, and was anxious to overcome this handicap. He had applied to PCU, but had not yet been accepted on their courses, although he was on the waiting list. C suggests he consult the Writing Centre through his draft writing process and S is apparently keen to try this out. *I described the stages of the writing process to him and explained how the Writing Centre could help at each stage. He felt that he would need this type of assistance, as he had very little idea of essay writing in general, or what was required for this essay in particular. I explained the elements of essay writing, but also told him that writing was often discipline-specific and that I could not help him further without a specific topic to focus on and the guidelines issued by his faculty. He then made an appointment to discuss the topic of his essay, and the guidelines.* (Para 12). He brings in his essay topic and guidelines to his next appointment, C is concerned; *However, I felt that he required more expert guidance on the architectural features to look for, and I advised him to ask his lecturer for more information on precisely what was expected of students writing this essay. I was concerned about this student, and realised that his conceptual and language difficulties were such that a sustained interaction would be necessary if we were to help him. He seemed in favour of this, and planned to consult me weekly during the development of the essay* (Para 25). He did not, however, reappear for the rest of that year or the next. *[S] reappeared in the Writing Centre towards the end of his third year, while doing the course on XXX. He had drawn up a proposal for his projected design of XXX (to be undertaken next year), and he wanted advice on the language in particular* (Para 37) - and he comes with a similar story (to a new C). He was very interested in improving his skills in English communication and asked me for sources of information. *I suggested certain books and told him about the courses available at the City Language Centre. He intends to follow up this information, and also to consult the Writing Centre again next year.* (Para 39). Again, he does not reappear for over a year, then *[S] is now in his 5th year of XXX. He consulted me over his essay on XXX* (Para 51). (Another new) C responds somewhat to his sad and repeated story. *Said he could not bring in previous essays (which I'd suggested) because he'd thrown them away. Says he has problems with English and he's not confident. He wrote his first essay in English in 1993. Said he has not been taught how to write essays in Architecture. ...Usually do presentations on page on wall and finds he ca not express himself. (I gave him a book last week) He's read through and tried writing this as a result. Has been to City Language Lab classes on Saturday mornings - to get*

confident and practice talking. Asked me to recommend a Language Lab. He is currently going to [X] at Language Training Centre. I'd suggested reading. [S] said he used to be confident at speaking then he worked in a big corporation where the guy employing him complained that he was 'too white' and must talk like a black african - and he said he lost his confidence. Now wants to sound and look like a professional - prepared to work hard for it. It seems that confidence is the issue more than language. We have agreed to running a dialogical journal and regular meetings. {Para 59-64}.

He gets the wrong time for his follow up appointment, but does bring in his journal - which he says he would like to talk C through (but fails to pitch for). His journal was very full and very personal - he talks of his social life mainly. He has an alcohol problem. He drinks a tremendous amount. His pattern is (evident from his writing over the daily entries) - he gets drunk (can drink all night and into the morning - costing lots) - eventually he passes out - whilst hung-over, he feels guilty and decides to turn over a new leaf - be tidy, stop smoking, stop drinking, eat healthily and go to gym - then he meets his friends and gets drunk again....He is seeing a psychologist. I advised him to go to an A.A. meeting - also told him about SANCA {Para 84}. Later, Came to get his journal - but no show for appointment. I hope I was not too hard on him in my journal reply. {Para 88}. Then, after a brief gap, he appears recovered, but with the same issues he had wanted to deal with before. [S] came again - looking so much better - eyes noticeably sparkling! He has joined the A.A. - meets 6 times a week - says he's recovering and into his work. He wants to prepare for his Masters next year - on architecture in townships. Wants to know about essay writing and wants to relate to his own experiences in his writing. Is concerned about his English communication abilities. Feels his own English is inferior. Low confidence. {Para 95}. He does manage a couple of consultations, during which C feels extra work is needed, This is not worth a 5th year pass. Needs more time. {Para 126} and he speaks about his issues; He told me he is feeling disempowered - most especially over his lack of writing experience. He says the present first year group contains 55 white students and 10 black students - 9 of which are foreigners. In other words, there is one disadvantaged student - which is disempowering. He said he's never had to write like this before. He feels desperate for help and asked me to tell him how to write an essay {Para 129}. C and S work together: We drew up a framework together for his project report. He is going to submit it on Monday and ask for a second chance and may return if he gets it. This consultation did seem to clear up a lot of confusion for [S] - e.g. on references, abstract, introduction and link and flow {Para 134} and he brings in another draft for one more consultation before, he disappears again. When he reappears, he asks for a new C. It was May, 1998 before [S] returned to the Writing Centre. This time, to my great surprise, he insisted on seeing me (even though Cathy seems to have achieved such a breakthrough through the journalling exercise she instituted during his series of consultations with her in 1997. He was now starting to write the research proposal for his final-year B.Arch. project and he brought with him to this consultation a short draft (1.5 pages) of the start of this Document. {Para 174}. C picks out plagiarism in his writing and S brings up the old issue. He explained that he aimed to relate the architecture of gravestones, shrines etc. to the cultural practices of the various ethnic groups. He showed me a published paper on the topic that was to be a major reference, and I was concerned to note that the entire introduction to his research proposal was copied verbatim from the abstract to this paper. I immediately pointed out to him that this was totally unacceptable: I explained that although it was recognised practice to draw heavily on published work in giving the background to a research project this must be paraphrased and the source acknowledged. He then asked me to 'teach him to paraphrase', as he had never done this before. {ibid.}. C then models for S, and notes his odd behaviour. Now, however, he felt that he must 'adopt a more responsible attitude', as he was shortly to become a professional architect. I tried my best to meet this unusual request by modelling how the abstract in question might be paraphrased; I had the uncomfortable feeling that he now intended to copy my version. I emphasized that even if an extract were paraphrased the author(s) must still be acknowledged. He then asked me how to do this, so I gave him some examples, such as 'According to ...(year)'. The last part of this draft introduction was in fact his own writing, as he had written a paragraph on the scope of his intended project. He asked me how he could distinguish his own views from those of published authors and I again modelled a sentence, showing him how to make it clear that his own voice was now coming in. I could not get over my astonishment at these issues being raised by a fifth-year student. At the end of the consultation he expressed his intention of consulting me regularly (weekly, he thought) as his research proposal developed. I told him that I would agree to this, but he did not make a further appointment as he left and I could not help remembering that his plan to 'consult me regularly' on his essays in 1994 had lasted for 2 weeks I thought his behaviour a bit strange and wondered whether he was drinking again (see Cathy's records). However, on reflection I felt that his general demeanour was more that of someone on a high after taking anti-depressants. {ibid.}. He then fails to pitch again, and goes through the same cycle with a new C. Addendum: As I (gloomily) predicted, he did not come for any consultations during the writing of his research proposal. Eventually, over a month later, he suddenly reappeared with the entire Document and demanded that I drop everything and read it immediately. As I was heavily booked at the time, I told him that this was impossible. He then became angry, and I suggested that he consult one of my colleagues. Antoinette agreed to take him on and seems to have handled the situation very well. He is now intending to 'consult her regularly' - we shall see! {Para 176}.

²²¹[sup], his supervisor, phoned because she felt he really needed help with his language - she said everything else is fine. I said I'd see what I could do - warning her that we do not edit. {Para 12}.

²²²All I found was one spelling error. The thesis did make sense to me - a long-winded style, but his language seems ok. If I was his supervisor, I guess I'd have further suggestions. Apparently [S] had not run through a spellcheck when he submitted to [sup]. [sup] was concerned because she herself is a second language English speaker. [S] is going home to the Northern Transvaal today. He will send stuff through to me for private editing. [sup] wants me to phone her and report on this. (Ok with [S]). {Para 13}.

²²³[S] sent a draft of his thesis down to me via Courier. He wants to hire me as a private editor, however, on reading, I felt there was a lot of writing consultative work that needed to be done besides editing. {Para 26}.

²²⁴I have spent over 11 hours on this already (includes some private editing). [S] must see [sup]. ...I feel strongly that we should get credited for this sort of work. {Para 73}.

²²⁵I had felt that [S] needed more orientation into SA educational history - esp. Bantu Education. I lent him books by Kallaway, Christie, Miller and Hutton. He said he's finding them interesting. {Para 85}.

²²⁶[sup] phoned to tell me that the Tables and structure of [S]'s thesis are to stay the same. She just wants me to edit! [S] is very concerned about sticking with what she says. I'm feeling uncomfortable - I feel I would be doing him a disservice if I did not point out some of the areas where I feel he could improve. However, I do not want to upset his relationship with his supervisor. So I am merely going to point out and not put work into stuff unless requested {Para 95}. Supervisor falls into old habits/demands, He's corrected the last lot and submitted to [sup]. Wants me to proof-read now. I asked about [sup]'s feedback - she wants me to 'correct' it first. Wants to finish in the next 10 days. He came with a whole lot of queries for me - mainly grammatical - we went through them. (Some stuff has been mis-corrected by [sup]) {Para 120}.

²²⁷I'm sure some of the stuff is quoted directly. {Para 136}.

²²⁸It's difficult to just edit and our conversations usually go into more consultative-type issues {Para 139}. I see he has read some of the readings I recommended last time he was down! {Para 154}.

²²⁹{Para 156}

²³⁰Prefers me to edit rather than make suggestions on structure or content. I find this frustrating {Para 167}, Chapter 'Methodology' - To me, this is not methodology - but he must talk to his supervisor. {Para 184}, It really seems unnecessary and awkward to have tables as well as text explaining the same thing - but this is what [sup] wants. {Para 204}. Actually, I'm concerned about all the quaint references he uses - he gives no indication of where these studies were done anyway. {Para 217}.

²³¹Otherwise, the usual difficulties - Need for elaboration, jumbled paragraphs, tense inconsistency, long sentences. Basically [S] needs to read

over his work himself. It seems that he is merely using my work rather than learning from it at this stage {Para 221}.

²³² Reads like a subjective policy speech - no - supposed to be analysing your results here! Analysis should be based on fact; Everything should be justified - so no 'maybe'/'could be'/'probably'. I'm not sure statistical tables should appear in the analysis. Actual analysis is very lacking in places. Could try harder - too many 'This is difficult to explain'. Seems to be contradictions - e.g. in importance attributed to various stress factors. Too many generalised statements attributed to no-one. {Para 237}.

²³³ Some stuff is so normal - e.g. fact that less experienced teachers get lower salaries - in order for your point to get across, need to say more... You really do need to back up your statements with quotes from interviews - there are so few given - and they sound like a potentially rich resource for your report. Chapter 5 needs a conclusion. {Para 241}.

²³⁴ I feel that future contracts with post-graduate students (and their supervisors) need to be officially drawn up. It needs to be understood that editing is not part of the agreement ([S] has paid for some private editing) and also that we are able to comment on structure and content (if we feel able) and that these are not cast aside because we are mere writing consultants {Para 254}. Came with corrections and various queries. All read fine - I'm feeling better about it. Appointment made for tomorrow {Para 263}.

²³⁵ Phoned me and begged to come around to my house again for a last bit over which he was panicking; his appendices - mainly his interview schedule. This was a mess - one, I feel, should have been worked at with his supervisor long ago. ...He is due to leave tomorrow. I did a fair amount of editing here - mainly due to problems with syntax - after all, it's just and INDICATION of his interview questions. And his Categories: Rather verbose, too detailed and lacking in consistency. [S] needs to read over these himself. {Para 280}.

²³⁶ [S] is now doing his PhD and said he wants to consult with me through the process. Came for editing but it seems that Writing Centre consultations are more in order here. He intends to do research into methods of research involving sensitive topics where honesty of responses are affected/brought into question. At the moment is drafting a proposal. {Para 295}.

²³⁷ - Lots of reworking/rethinking needed that should I 'edit' now, I would be doing the major part of the work! {Para 304}. Repetition of points {Para 310}.

²³⁸ [S] asked to see me at home again. Panicky over his proposal - [sup] has looked at it and said similar things to me, [S] worked on it and wants to hand it in before going back home. We worked through it together. ...I'm sure it is now fine as a proposal {Para 322}.

²³⁹ **MFP:3.** S's Supervisor is concerned about S and makes efforts to establish support for S. Sup relays problems he has perceived to C. At an initial meeting between C and S, they define a working relationship. {Para 10}. Again, S made lots of effort and needed lots of help which Cs gave. {Para 42}. C encourages consultations with Sup, and urges S to consult a better qualified C, who has a closer field of expertise. However, S is keen to continue with C. I suggested that he would be better off working with Shirley. - Said he'd like me to look at Results and Discussion but if I come unstuck, I could refer him to her. {Para 72}. C feels out of her depth; LOOKS ok - to my uninformed eye - occasional elaboration may be necessary. SC should have done this one! {Para 97}. she is able to relate to S's writing on only one level - and is aware that more is needed. C explains her impressions and ideas for improvement to S. Again urges him to consult another C, and puts them in contact with each other (prepping the new C beforehand). I went over my impressions of his drafts. ...He asked me what I meant by 'Developing an idea'. ...I explained that I felt I had reached my limits in terms of being able to help him and that I felt that Shirley would be a much better person to consult with. Introduced them and she is to take over. {Para 97}. S is quite keen to get it over with (and get back home), C puts in hours of work in preparation for consultation(s) and runs lengthy sessions with S. When I took over from Cathy he wanted me just to focus on the discussion of his results. ...However, I asked him to give me all the earlier chapters that he had written so that I could see the discussion in context. {Para 118}. As suspected by his former C, there were specific field-related issues necessary to deal with. I asked for it!! This resulted in a marathon 5-hour session of reading and a lengthy consultation from which both he and I emerged reeling from exhaustion. However, I was glad that I had seen the earlier sections too as there were several content-related issues, especially in the methodology section, that Cathy could not be expected to pick up. These were mainly related to procedural details (the staccato 'recipe' format had been retained despite Cathy's advice to the contrary and there were some serious omissions, especially in describing the paper chromatographic method for QA of the radioactive complex used. {Para 118}. C picks out evidence of a lack of understanding of his subject, and also notes that S had not implemented all advice given previously. He did not seem to have attempted to implement any of her recommendations; perhaps he was waiting for my feedback and hoping to address all the comments at once. {Para 118}.

C re-addresses some of the issues, and she takes on the responsibility of designing an easier, more logical plan for S - who appears to be really struggling. - A bit frightening for the stage at which he is (aiming to hand in shortly). I urged him to adopt a system of numbered sections and subsections, distinguished by different levels of heading, in order to facilitate both organization and cross-referencing, and made some recommendations in this respect. He had not even done this, which is the only way to organise a thesis. {Para 118}. Both C and Sup are concerned about how to help S improve his own writing. S is well supported and manages - following suggestions made previously, [S] had another session with [sup] before he went overseas, and one with [L], who acted as supervisor during [sup]'s absence, before he returned to the Writing Centre to consult me again. Thus 3 weeks elapsed before he appeared with a revised draft of his thesis for my scrutiny. This was very much improved with regard to general organization (he had followed the plan I had suggested and the text was now clearly divided into numbered sections and subsections). {Para 132} and C is spurred on by S's efforts. {Para 132}. S is keen to hand in and go home, experiencing visa problems. {Para 133}. Sup, now returned from overseas, is able to support S over the final stage. Sup still liaises with C - which is affirming for C (and the Writing Centre). I was impressed by his courtesy in asking my permission to let [S] go ahead. This really was a case par excellence of collaboration between supervisor and writing consultants. {ibid.}.

MFP:2. S has made time for drafting process. {Para 12}. C and S negotiate working relationship - in other words, very regular meetings. {Para 27}. C did a fair amount of work - but also motivated by S's efforts.

²⁴⁰ **MFP:4.** S is keen to improve his English language skills: This mature student left his native Yugoslavia 2 years ago, and has been trying to learn English since then, as he wishes to remain in the Western world {Para 13} - especially as his difficulties are affecting his marks. S enquires about the Writing Centre services - and tries it out with a draft, asking for language errors to be pointed out. C prefers a more cohesive approach - reading the draft first and then discussing it with S, but S is too tight for time, Thus C complies with his initial request. fortunately this was a case in which equations, tables and diagrams played a major role, so that the text itself was of limited length and I was able to cover it during the consultation time. {Para 13}. S, in fact, shows much promise in his writing, and in his grasp of his subject. Apart from these errors, however, I thought that his approach to the complex topic of the essay was remarkably good for a foreign student; the essay was well organised and coherent, and he seemed to understand the economic principles involved (this was confirmed by his confident answers to questions that I posed). {Para 13}. C helps S correct errors and refers S to a useful manual - which S intends to buy and study. S makes follow-up appointment. {ibid.}. S has followed up on suggestions - having corrected himself. C is alerted to a further issue - and points it out to S. S is motivated, with a goal in mind; This student is obviously very intelligent and is highly motivated to learn English so that he can practise his profession in the West {Para 25}. S decides to use the Writing Centre through the process of his following essays. He seems to be skilled, and very able, Apart from these problems, the content of the essay was satisfactory. Once again it was evident that he was very conversant with the principles involved, his difficulty in expressing these arising solely from his language difficulties. {Para 36} but he regresses under pressure. C is sympathetic and corrects his writing, in good faith that S will pick up his learning when less stressed. As far as the grammatical errors were concerned, it was obvious that he had not learnt from his previous consultations and had not studied the photocopies from the Collins Cobuild book. ...This was, however, clearly due to the extreme pressure under which he was working, as all of the essays were due by 28/10/94, and the exams were to

follow the next week. I therefore continued to correct each error as it arose, in the hope that he would derive some benefit from this when he had the opportunity to study my feedback and the book at leisure. {Para 48}. S notes benefits of C's technique. He saw that he could effect some much-needed condensation in this way, as well as making his argument clearer, and enthusiastically adopted this suggestion. {Para 48}. C helps S to edit. {Para 59}. S becomes overzealous. The revised draft of the third essay was satisfactory in that the recommendations of the previous consultation had been implemented, but he had become rather over-ambitious in his zeal to define everything and had included some new explanatory paragraphs which were once again full of grammatical errors. {Para 59}. S is grateful for C's help; he is aware of the areas of need in his learning and intends to use the Writing Centre through his thesis. At the end of the consultation he thanked me profusely for my patience, and promised to work on his grammatical deficiencies after the exams, when he would have more time. He intends to return to the Writing Centre when he is working on his dissertation {Para 59}. still motivated – especially to improve his English. He is very eager to improve his English in general and his writing in particular, and this should motivate him to focus on the main problems that have become evident from this series of consultations. {Para 59}. S carries out his intentions, coming for a discussion session at the beginning of his thesis. C plans intervention – in other words, to focus on former difficulties; In scrutinising his thesis I plan to pay special attention to the writing problems identified in his essays, to ascertain whether the improvement that was noted towards the end of his series of consultations on these essays has been maintained. {Para 73} she is under pressure. Same old issues arise in S's draft. However, it was obvious even without reading the whole chapter, which was the literature review giving the background to his research problem, that the same errors that I had noted and tried to overcome when I worked with him on his essays towards the end of 1994 had reappeared. {Para 85}. C understands S must have had difficulties in transferring his learning to a new (more complex) task. When S is made aware of this, he becomes despondent, C explains that it is understandable. I noticed that he was becoming despondent and tried to encourage him by emphasizing that the task was now more complex and he must expect his writing to regress at first. At the end of the consultation he took the pages that I had worked through and made another appointment for 15 March, by which time I should have read the rest of this long chapter. {Para 85}. This pattern of working together continues. C brings in her own knowledge of S's thesis content. Discussed background information from my own knowledge of housing situation in South Africa and tried to elucidate areas where student had conceptual problems {Para 106}. It is slow work going through the draft together, before C has read it on her own. It was unfortunate that I did not have the opportunity to study the draft in advance, as this meant that progress was very slow during this consultation, since I had to identify the problems first before engaging in discussion with him. I should probably have asked him to reschedule his appointment. As far as I could judge from a quick reading {Para 106}. He planned to complete this chapter and give me the draft to read in advance before making another appointment. However, to my surprise he did not reappear during the rest of the first semester. I wondered whether his supervisor had decided that his English had now improved to the extent that he (the supervisor) could cope with it himself. I was disappointed, as I had been finding it very interesting to watch his development as a writer {Para 106}.

²⁴¹ {Para 10}.

²⁴² (One attempt took three hours). {Para 27}.

²⁴³ {Para 36}. {Para 45}. This took ages – as an editor, I could have made a packet out of this! {Para 77}. Hard work, this. There were many errors – but he wanted them all explained. {Para 96}.

²⁴⁴ I think a more clear definition of the subsections is needed before we work on the language seriously. {Para 97}.

²⁴⁵ {Para 104}.

²⁴⁶ the comma issue has become a joke between us; he does not understand the English obsession with them! {Para 127}.

²⁴⁷ {Para 167}.

²⁴⁸ {Para 134}.

²⁴⁹ {Para 179}.

²⁵⁰ **FFP:3.** In this case, C has been doing the supervisor's work and he seems to support this sub-supervision. S first visits towards the final draft writing phase of her dissertation, bringing in a couple of chapters. C responds to her initial drafts and asks S to bring in one section to work on at a time, feeling also that it may be a better method for S. {Para 55}. C finds it easy to slip into editor mode, as there are a lot of minor corrections to be done, however, she tries to avoid this and concentrate on the major organizational issues. {Para 79}. She prompts S with questions to help S to think about her work, encourages and tries to focus S. How will you take your literature forward? What questions are raised for you? ...Use of tables here may be a good idea. Try for more creative headings. ...?Maybe the problem here is that you're working on too many chapters at once? - Try to focus on one at a time. {Para 94}. Again, she asks for one section at a time, as S has slipped back into bringing her large chunks of writing. S tends to rely on C rather than her supervisor, whom she seldom sees. C encourages her to do so and to discuss issues that have been brought up in their consultations. {Para 110}. S incorporates C's advice and ideas from their discussions into her redrafts and her writing improves over the series of visits. Then S brings in five chapters – wanting C to edit, but C declines, suggesting that they continue to work together, discussing her drafts and think about the need for editing towards the final stages. S reports that her supervisor is pleased that she is using the Writing Centre. {Para 148}. C continues to respond to S's drafts – feeling that she is doing some of the supervisor's work. Has some lucid sections. ...Conclusion needs more of what you're taking from literature into your work. ...Some information – I'm not sure is necessary – check with supervisor. [I feel I'm doing the supervisor's work!] Needs editing. ...Supervisor MUST look at this chapter. {Para 178}. [This is feeling like too much for me!] ...Do not send me 4 chapters again! Supervisor needs to read this. {Para 194}. Does have an introduction – good. ...GO TO SUPERVISOR! ...Does have an appointment with supervisor tomorrow. ...Will report back after meeting with supervisor tomorrow. {Para 203}. There is brief feedback from the supervisor; S relates C's advice to him and he feels fine about it. S and C renegotiate their working relationship – planning to go over it chapter by chapter. Meeting with supervisor was very short. His comments were merely: introduction and conclusion needed for every chapter, bit of editing needed and more discussion needed on Results – otherwise not much. [S] mentioned my comments viz.: * changing headings (- he thinks they're fine). * lists of references (- he does not have such a problem with it – but she should not over-use it) * 3 chapters I felt helpless with (- he felt fine) He's pleased she's consulting here – says he sees an improvement. She will come here chapter by chapter. {Para 222}. There is gradual improvement, with C encouraging S to proof-read herself. {Para 237, Para 252}. S relies heavily on these consultations, Decided rather to consult every day now – aiming to complete by Friday. {Para 261}. and both C and S become very tired towards the end and S swears she would not do any more academic writing after this. However at her last consultation over her thesis, she informs C, Asked me to go through her reference list. ...Next week, will be consulting me because she wants to publish a paper from this thesis!!! – QUICK RECOVERY! {Para 333}. Again, however, there is an issue of credit taking! Article to be published in 'Health Policy and Planning Journal'. Nice that she's doing this. ...Co-written' with [X] – supervisor – I think he could help more with this paper! (Actually, he has not yet seen it!) {Para 345}. Co-author not yet seen it. {Para 355}.

²⁵¹ **FFP:5.** It is possible that this S does not know how to learn. She first brings a long draft to the consultation, arriving late – after a couple of no-shows. Her draft is, in fact, illegible (photocopied, hand-written) and C is not able to help under these circumstances. Her frustration is exacerbated by the fact that S informs her she has submitted this draft for typing to hand in anyway. Most of her draft was illegible and I felt unable to give much in the way of feedback. I explained this to her and asked if she could not come in earlier with a more legible draft next time. (This is due on Monday). ...She said she had wanted me to check her flow and structure – but I could not. Also asked me to explain how she could make her references more clear. She has, in any case, already taken her draft for typing so I do not know what she would have done with my comments anyway. {Para 10}. C responds to a draft in the next consultation and addresses S's questions. S appears to be depressed about her studies – not finding them interesting or relevant, C counsels her on directing her own learning. We spoke about ways of making her studies

relevant to her own experience. - Take your own learning in hand - get into the driver's seat. She began expressing ideas on how she could do this. Appointment on Tuesday - due Wednesday. {Para 37}. S relies on a typist for her assignments and does not read through the final drafts herself, and she has a tendency to fall behind and run late. *Editing needed. (Someone else typed - badly - and [S] has not yet read through).* ...Unfinished. Due tomorrow - asked for an extension. {Para 55}. At one stage she brings in a redraft, which gives little evidence of extra work - she seems very lost. *Same draft??? Certainly are the same issues! - even exact same points! - No, are some reworked sections.* {Para 66}. S does not always manage to bring a draft to her consultations and often reschedules them. She will, however, always have something she would like to talk about related to her work - usually, it would appear, in an endeavour to try to get some ideas as to what to do quickly before handing in. There is a period of absence and then S appears wanting a response to a research proposal. Here, C encourages the process approach, *OWN your research questions - do not allocate them to someone else. Do not generalize - 'It is felt...' End quotes - and talk to them. ...Condense objectives - are too many. Method is too wide - you wo not cope. ...I encouraged her to come in throughout the process. Is going to hand in proposal, then draw up a plan for her thesis and make a start on a questionnaire design and her literature review and will then reconsult.* {Para 84}. but S is again elusive, and without consulting through the process of the thesis writing, and she arrives with a (very scant) draft of her 'thesis'. *[S] brought in a draft of her thesis - due at the end of February. She says she knows she wo not make it but wants to go through the process with me. Seems like a good idea. ...She has not written an introduction. Basically at this stage, she has listed headings and inserted sentences giving slight ideas on what she'll include. There are a couple with a bit more detailed writing, but all needs work.* {Para 103}. S reveals her perceptions of her supervisor at one stage - but based on C's experience with S, it is possible that S may be doing the same there. *Supervisor is very busy. Shows willingness, but he's just not there. She meets him quite often - I can walk in and chat, but he is busy; there's no time to think and come up with ideas. He does not push me much... gives comments on my draft - verbal not written. He does not think much about it but has insight when chatting.* {Para 117}. C explains about the parts of a thesis and strategizes with S on approaching her thesis properly. *Go through Radloff - I gave her a copy. ...Us to meet once a week. She is totally mixed up with presentation of results - I made some suggestions but she needs to talk to her supervisor about them. ...Asked her to bring me her methods and justifications for her questions in her questionnaire* {Para 126}. She responds to a subsequent draft - where S is very timid in her writing. *Brought Table of Contents, Chapter 1 - introduction, Chapter 2 - Literature Review, Chapter 3 - methodology. - Looks better. ...Structure is much improved ...Needs to read over herself. ...Be assertive - but not overly ambitious - with how important you believe your work will be.* {Para 139}. Work is slow and ruptured - C responds and encourages when S does bring in work, *Give purpose for questions asked - needs more focus and containing. - But she has made an effort here. ...Questionnaire needs work. Remember Audience-Purpose-Method (Radloff)* {Para 171}. *Had read Radloff - got confused over 'introduction', 'background' (to study - hers/general), and 'literature review'. ...Lots of questions - wants lots from me. I find this worrying because she's practically asking me to word whole paragraphs for her. Advised her to look at old theses - note patterns. ...Lets concentrate on Questionnaires later. (Gave me 2 sets of questions because her supervisor sent comments on 1st which led her to revise it. Both need revisions) Copy in file. ...Next - re-do Chapters 1 & 2. Let's look at methodology. Read other reports. See supervisor.* {Para 178}. but there are many reschedules and no-shows. Then S appears with a thick draft of interview transcripts, asking what to do with them before she hands them to her supervisor later that day. Again, she had arrived late and it was not possible to deal with her as C had taken in her next client. *I explained that I could not read this now and that the first available appointment I have is on 10/4. She took it - leaving the thick draft!* {Para 202}. C looks at these in preparation for the eventual appointment, however, S fails to pitch for this. Later, C gives her a pep talk and new negotiations occur, but S relapses. At this stage, C feels unable to proceed with S, believing that S may possibly work better with a new C, and she puts her in contact with a colleague. *Her note on thick lot of interview transcripts: 'Can you please advise me on how I can report/discuss these interviews.' ...I read through them and thought of ideas for prompting her for ideas. I'm nervous because she seems to want me to do all her work for her. In fact, she did not pitch for the appointment and phoned later. I spoke to her about my concerns and suggested that rather than looking to me for answers, she come to me with ideas of her own which we can discuss. I also spoke to her about her series of no shows/cancellations. She needs to build up confidence and working like this is doing nothing for that. She made a new appointment for Friday. 14/4 [S] arrived 25 minutes late and I had already engaged in another meeting. I was very fully booked and have been very concerned about her dependency on me. I do not feel I am much good for her and asked Fatima if she would be prepared to take over this student for a while. Apparently [S] was reluctant at first, but later agreed.* {Para 213}. These two did some work together at first but S then resorted to her old habits - leaving little hope for development.

FFP:2. Mostly, with essays initially, C responds to S's draft {Para 13} and gives written feedback on linguistic errors {Para 27} and suggestions for more apposite words. {Para 39}. C notes an improvement in S's writing and that S has followed advice given at consultations on drawing logical conclusions from her argument. This improvement is maintained with regards to coherence and drawing well-substantiated conclusions, and also in S's language. *This was, of course, due to the influence of her German home language. On the whole, however, I felt that her writing was improving in this respect also; certainly there had been a vast improvement since her first consultation. She was obviously working hard at her English.* {Para 51}. S then requests to consult through her dissertation. C explains the preferred way of working and advises against last minute consultations. S assures C that she would be very happy to work with C through the development of her thesis. However, S does not comply and only appears again eventually with her whole thesis, which is due the following week. C does six hours of reading. {Para 65}. S's writing has regressed; she does not seem to have been able to transfer her previous learnings to the dissertation genre. C offers to look at a redraft, but S declines saying there is no time. {Para 67}. However, she manages to get an extension and does return for another consultation. She had followed C's advice in her new draft and her writing was much improved. She was very grateful to C. {Para 79}.

FFP:4. At the first consultation, S outlines her problems - mainly pressure and panic, *She said her difficulties are organising for order and flow and making logical arguments. She does not really make use of subheadings. She also has trouble analysing data - is seeing [L] about this next week. She ca not stop reading and finds the Literature review especially difficult. She is going home on 30th August - which does not leave much time. She left a draft with me and is seeing me on Monday.* {Para 10}. C responds to drafts, they share ideas and discuss these. {Para 26, 62, 71, 93}. C feels S should edit herself, {Para 98} and perhaps be more disciplined - for example, in quoting authors' exact words. {Para 135}. A meeting with S's supervisor reveals that there is lots of work still to be done, and pressure mounts, *She has met with her supervisor - is lots to revise and redo. ...She was encouraged to hear that others suffer from the same things in their thesis writing. ...Said it simply has to be over by the 30th* {Para 151}. C continues to respond and encourage, *'Using L1 as a resource in writing in ESL/EFL' is well written. ...Are you advocating drilling of grammar rules?? Need to draw some general conclusions from all your literature - informing your research and your research question* {Para 193}, but S needs to do some work herself. *Needs to read over herself for further editing. There are some nicely written discussions here, but Literature Review needs more drawing out of what the readings have given [S]. ...Errors of concord. (I've also added in lots of commas).* {Para 186}. *It is very pressured work: [S] has 4 days left!! Wants to see me every day - chapter by chapter. Chapter 3 tomorrow - to scan, because lost on disc. ...She may e-mail texts from home. ... (Drilling issue - her professor advocates it! - so she needs to argue it well - liked my suggestion - to take it as a challenge and not an intimidation!* {Para 198}. S redrafts as much as she is able in the time but reading everything proves too much for C - and as the issues arising are similar in each chapter, C feels S should take it on herself now. *I had not finished reading by the time she came but it is the same stuff coming up now. I feel quite tired also. She's leaving on Saturday - I suggested she take my comments on my reading so far and work with them. There is interesting stuff her but I feel it needs a lot of work She said she'll keep in contact - on the e-mail.* {Para 254}.

ENDNOTES FOR SECTION 7.4: FEEDBACK

²⁵² His seminar paper: 'Denominational identity and popular Christianity: Liberation and popular religion in Latin America' has been handed in and received back. I felt there were some interesting questions raised in it. I think it was left hanging at the end though. Looked like he'd written it quickly. During the consultation, he told me that the paper was written in irritation - and without a mind-map. He said it took him about an hour. He'd got 70% for it and encouraging feedback. What worked was that he'd got 'excited' and therefore quickly involved in it. {MHU:2: Para 178}. His 6 therapy sessions are over. The therapist concluded that he attaches self-esteem to the things he is writing. He is afraid of writing for criticism. He is trying to write to chuck out and he gets cocky. I think his cockiness could be turned to his advantage in his writing. He said he needs to write like he talks (or preaches). I suggested that when he finds the readings boring, he try to dramatise them (cycle into your skills). {Para 182}.

Feedback on last essay: '48%, See [L]'. {MHU:4: Para 12}. Feedback from last essay - got 40% but understands [L's] feedback. {Para 75}.

²⁵³ She was also dissatisfied with her mark, which had been lowered from 75% to 73%. From the assessment provided, it seemed that the range of references she had consulted had not been of high enough quality. She remembered that I had suggested she ask her lecturer for some more academic pieces (rather than the journalistic type which made up the bulk of her bibliography). She had also been marked down for the fact that her (laser printed) document was not professionally enough laid out. I advised her to speak to her lecturer about the essay, which she subsequently did. She asked why he had not engaged with her ideas at all, he apologised (had no real explanation) engaged in a fairly satisfactory discussion with her, and admitted that the evaluation of her essay as only having 'reasonable effort' had probably been unfair.

²⁵⁴ This essay on alternative medicines was somewhat jumbled due mainly to the Lecturer giving the students a great deal of scope (perhaps far too much) from which to choose. The established length of the topic had also been changed from approx. 4000 to 2000 words and the interviewing section had been prioritised only at a much later stage. {FHU:7: Para 28}.

²⁵⁵ When [S] returned for her next consultation she had not yet commenced the draft, as her tutor had thrown new light on the approach to the topic by stressing the literary aspect of the case study as an example of modernism, in the respect that it was only a fragment and the reader was required to fill in the gaps. {FHU:1: Para 253}.

²⁵⁶ [L] phoned me. She said that there had been a marked improvement in her section of [S's] 2nd class test. {FHU:6: Para 66}.

²⁵⁷ For her essay on Racial Prejudice, she got 70% and for the Mother-Child attachment essay, 75%!!!! We went over her comments - she understood them all. {FSU:6: Para 208}.

She told me that she had achieved 61% for the Psychology essay on which she had consulted me; she was pleased because this represented an advance of 10% on her previous average. {FSU:14: Para 75}.

When [S] returned to consult me again she reported that she had achieved 86% for the filtration report - she was delighted with this mark. {FSU:17: Para 117}.

He came in to say that he had received 92% for the ...essay that I helped him with. {MSU:8: Para 37}.

I am impressed by this student's progress since his first consultation (on the first ...essay; he told me that he scored 60 % for this, but a much higher mark, 80%, for the ...essay on which he subsequently consulted me). {MSU:11: Para 39}.

I was amazed but pleased when the student achieved 100% for the final version of the report. {MSU:22: Para 25}.

He achieved a mark of 76% for this report. {MSU:22: Para 37}. He was awarded a mark of 67% for this report. {Para 13}.

student had achieved a mark of 78% for this assignment. {MSU:10: Para 57}.

²⁵⁸ She brought me 2 essays - one HIS100W from May for which she got 50% and detailed feedback from a tutor offering any help he could give, and a SOC101W essay from June for which she had got 45% with no feedback through the essay but a fairly comprehensive comment at the end. {FSU:10: Para 24}.

This second draft was equally filled with all sorts of DIplG1 issues. By the way, she also left a copy of a marked essay for which she obtained 50% and a note saying that she had severely plagiarised. During our meeting I found it difficult to get through to her the fact that what she had done was not acceptable but she insisted that most of her lecturers had said that students do not need to worry so much about plagiarism at first year level. {FSU:20: Para 75}.

²⁵⁹ He had submitted the draft report to his supervisor, but it had been returned to him with instructions to consult the Writing Centre and then rewrite it in clearer English. [sup] had started to correct the linguistic errors but these were so widespread that he had given up. {MSU:19: Para 35}.

²⁶⁰ asked about the difference between 'conceptualization' and 'analysis'. - Wanting to know what [L] was referring to {FSU:1: Para 100}.

²⁶¹ He brought in his marked essay - on Racial Prejudice, for which he got 77%. ...He doesn't understand the feedback he's got and also wants to know how to do better. ...I went through the comments with him - they seemed fairly straightforward - he had left out a definition of racial prejudice, and a discussion of the historical factors (he said his problem here was that he was not interested in this aspect and we discussed how to deal with this). His tutor had also pointed out that he needed to make more of a direct link between the solutions and the problems he had outlined. - We spent some time on this and talked about ways of improving it. {MSU:21: Para 21}. He did one last year - for which he got 70%. I asked if he understood what he'd done right and he said he didn't understand what he'd done wrong. {Para 122}.

²⁶² They did some observations and interviews and gave a draft to [L] who told them to work on their observations and then put these into an analysis. The students were surprised as they thought that their work would stop at the writing up of their observations and interviews. {FSU:1: Para 12}.

²⁶³ Note the student received a 65% for his assignment but no constructive feedback from his tutor on how to improve in the future. {MSU:17: Para 19}.

²⁶⁴ He had received a 58% for the essay and the tutor's basic comment was that he had spent too much time summarising the reading ...his approach was very vague and not specifically focused on the essay topic. I also found a lack of inter-paragraph coherence - the tutor had not picked up on any of these things. ...I noted that his tutor had passed him with quite a high mark and this was at odds with the actual essay he had produced. {MSU:13: Para 23}.

²⁶⁵ Prior to her second consultation the student had visited her lecturer and showed him the outline we had created and her reworked introduction. She had tape recorded the meeting so we listened to his comments. He suggested that the outline was good but that there was an over emphasis on the religion section and that the primary focus should be the four types and causes of alienation. He also suggested her introduction should be more focussed which was what I had suggested to her during her first consultation. {FFU:3: Para 39}.

²⁶⁶ His exam had gone fairly well, he thought, though he had not yet received results. However, he did have the results for his research report, for which he had received 72%. This was a pleasant surprise; he must have succeeded in writing a passable discussion from what remained of his interpretation of his results. {MFU:1: Para 424}.

²⁶⁷ He was particularly pleased to report that the marker had commented favourably on his use of language. {MFU:1: Para 392}.

²⁶⁸ He mentioned that he just passed last year and that he is already running into difficulties this year due to his problems with English as a foreign language. {MFU:1: Para 96}.

²⁶⁹ [sup] has made a comment on the issue of South African relevance - which I neglected to pick out. {MHP:1: Para 22}. He said that he had also given a copy of the draft to his boss to get a commentary on the content - and we apparently echoed each other on many of our points made. {Para 38}.

fortunately I had taken [S's] work home and was able to give attention to the comments of his journalist friend before he arrived at the door to

fetch the material. I found some of her suggestions for revision good in that they effected some much-needed further condensation and made the writing style more interesting. So I accepted these and marked them in on his copy of the manuscript. Some of the suggested changes, however, were not acceptable as they changed the sense of the sentences concerned, which did not then convey exactly what he had intended. In these case I just wrote the magic word *stet* in the margin at the appropriate places. He was now intending to produce the complete final draft and give a copy of this to his supervisor (who was still delaying the process) and possibly also to the journalist. I suspected that I might have to repeat the operation of screening the journalist's comments on other chapters, but it now seemed to me that my role in the process had been adequately served. {MHP:2: Para 368}. As before I found that some of the suggested changes were good as they improved the writing style and allowed some much-needed condensation. She had also picked up some repetition of points from one chapter to another, that I had missed when I went into 'automatic pilot' mode on my previous reading of the thesis draft. {Para 382}.

²⁷⁰ He had now received comments from his supervisor on some of the earlier chapters and we went through these. I agreed with most of the suggested amendments and advised him on how they could be implemented. {MHP:2: Para 276}.

Last essay - [sup] said he can't mark because too journalistic in style (so my comments weren't far off). - Has been given the chance to rewrite - but no time and marks don't count. {MHP:3: Para 58}.

²⁷¹ [S] was now desperately trying to get some input from his supervisor on the chapters on which I had advised him to date. He wanted comments from him before revising these chapters for my further attention, in the hope that he would be able to incorporate simultaneously both my suggestions for revision and any his supervisor might make. {MHP:2: Para 143}.

²⁷² She got back her mark for [L's] paper - 75%! He said she'd dealt well with the subject. {FHP:6: Para 99}.

She later reported that she had achieved 80% for this paper; she was delighted. {FHP:9: Para 76}.

She eventually received 80% for this essay, a good reflection, I thought, of the work and thought that had gone into the project, {FHP:15: Para 86}.

Marks have increased since June: 76% average. 80% for Gender, 78% for self-psychology, 77% for [L's], and 84% for group project! {FHP:19: Para 514}.

She brought to the consultation a copy, with the markers' comments, of the last essay of 1995, on which I had advised her. She was delighted because she had achieved a mark of 73%, her highest to date, for this essay. The organisation of the essay had received favourable comment, but one marker had advised her not to group all the work of one author together, then proceed to the next one, but rather to weave the discussion around the differing viewpoints of several authors in reviewing the various aspects. {FHP:2: Para 186}.

She later reported that she had achieved a mark of 76% for this essay {FHP:9: Para 48}, The big review she had written on the subject during the first semester, for which, she told me, she had achieved a mark of 85%. {Para 169}.

²⁷³ her supervisor, has been through this draft in detail and indicated that she is not happy with it. [sup] points out that it is disjointed, unclear, repetitive, poorly structured, contains badly integrated readings and bad referencing techniques. She gives suggestions on improving structure (says [S] has too many headings). She suggests [S] make more of her own original work (interviews, etc). {FHP:7: Para 13}. [sup] gave her feedback: * Wants more detail in the appendix on the Crisis - not just tables. * Allot table numbers. * Makes suggestions on punctuation and rewording. * Needs more links between paragraphs. * Section on safety doesn't make sense. * Monotony of terms. * Some sections aren't explained enough. * Same comment as I had about Chapter 4 - i.e. disjointed; no point. * Made some suggestions over the conclusion - which [S] found helpful. {Para 121}.

I spoke to her on the phone yesterday and she mentioned that [L] had congratulated her on her essay, saying that he had found it very rich - and she is really happy about it! {FHP:6: Para 79}.

²⁷⁴ It took over 2 months for [S] to get any feedback on her research proposal from her prospective supervisor. {FHP:12: Para 88}.

[S] presented in a very fragile state. Said she's been through a 'thesis crisis'. Her whole thesis collapsed this weekend and so she is feeling depressed. Supervisor - a vibrant person apparently, but just says her ideas are great and gives her no guidance and she has now lost faith in him. {FHP:19: Para 368}.

²⁷⁵ I did not see [S] again during the course of the academic year, and assumed that she had found help in the [XXX] Department. It was very disappointing, therefore, when she reappeared in the Writing Centre early in December to tell me that she had been advised to resubmit her thesis, as she had scored only 50%. She had run out of time in August, and decided to go ahead and submit it without consulting me again; however, her supervisor had criticised it severely on the grounds of content. I had been concerned about certain obvious gaps in her analysis...and it seemed that my fears had been well-founded. {FHP:3: Para 78}.

Photocopy - with [L's] comments: 62%, recommended to come to Writing Centre. Writing is letting her down. Needs editorial attention. Needs attention to clarity, order, presentation, connections. (I can't read the rest). ...[L] had also said he wanted her voice to come through more. {FHP:18: Para 10}.

They did some observations and interviews and gave a draft to [L] who told them to work on their observations and then put these into an analysis. The students were surprised as they thought that their work would stop at the writing up of their observations and interviews. They had received a mark of 58% for their proposal and were not happy with this (had expected more). {FHP:20: Para 57}. Got 70% for the project - not happy. After having got it from [L], they left the whole draft with me for final comment. [L's] comments: Looking at 68-70%. Concluding discussion needs more - too short. Need to pick out key findings. Impressive reading list. {Para 242}.

²⁷⁶ At this consultation she showed me the assessment form for a previous (diagnostic) essay, which had just been returned to her, and it was obvious from the marker's comments that it was poor development of argument and drawing of conclusions that had brought down her mark to a disappointing 60%. {FHP:9: Para 48}.

²⁷⁷ (She said all her feedback complained about her style). {FHP:1: Para 15}.

Her supervisor ...complained on her first draft that she was 'too linear' - there weren't enough sub-headings. {FHP:21: Para 15}.

²⁷⁸ She had been given a low mark and wanted to know where she could improve. Judging by the marker's feedback the main problem was that she had been off the point of the essay question in much of it. {FHP:5: Para 13}.

When she returned to the Writing Centre it was with a draft proposal that had been quite considerably revised on the basis of this feedback. He had criticised the original version mainly because he felt that there was insufficient theory in it, especially in discussing her choice of methodology, which he wanted linked to a conceptual framework. He had, however, not offered any advice on how this should be achieved. Fortunately she had succeeded in finding a model (Roy's self-concept model) which seemed to fit her ideas and she had now attempted to bring this in to the early part of the proposal and then rationalise her methodology on this basis. She had, in fact, succeeded quite well. {FHP:12: Para 89}.

The stuff her supervisor wants her to include doesn't look like it fits in - I agree with [S]. I suggested a note - saying that the information is available in an appendix. (Her supervisor is doing work in this area and [S] suspects he wants her information). {FHP:21: Para 267}. She received 60% for her Literature Review and she's worried. Her supervisor said she HAD to include a whole lot of things in her literature that she doesn't want to. {Para 231}.

²⁷⁹ I noted that the marker had laid emphasis on not quoting any one source at inordinate length, and I was able to see, on rereading the essay, that there were places where she had included too much detail (extended analogies, case studies, etc.) in substantiating the points made by some authors. {FHP:2: Para 218}.

²⁸⁰ However, it is sad to have to record that she continued to have supervision problems. [sup], who had been helpful initially, suddenly turned around and tried to force her to abandon the research she had done so far and start a new investigation of the incidence of AIDS in industrial workers. She phoned me at home, in great distress, to tell me that she would not be able to resume her research in Gauteng until this question was resolved, and she might have to abandon all that she had done so far. It seemed that [sup] had brought in [X], as a co-supervisor and it was he was determined to pursue this line of research, which was his major interest. He had applied for a research grant for this project and had then persuaded [X], no doubt by promises of money for his research, to put [S] on to the problem. {FSP:12: Para 676}. At the beginning of 1999 [sup] went on sabbatical leave and [L] became her supervisor. On reading her report on her field work he decided that the scope of her research needed to be extended. This would entail visiting more factories and using different methods (quantitative as well as qualitative) in order to establish whether or not the issues identified as important in her study of the hazards facing women workers in the processed food industry were generally applicable to such women workers. {Para 775}. I felt that she had been too strongly influenced by [sup]'s insistence on relating her questionnaires to OHSA and this had confused her thinking on the research findings and indeed on the whole thesis. It was very obvious that [sup] had given her no guidance in planning the thesis, hence the disaster of this totally disorganised and muddled 60-page draft. {Para 962}.

²⁸¹ [S] had completely misunderstood some of [sup]'s comments, and there were several places where she had deleted what were, in fact, important parts of the thesis just because [sup] had put a query there, asking for further elaboration. The most disastrous of these deletions were the statements of the research objectives and, in some tables showing data relating to the proportions of pedestrians and drivers in various categories found in a survey to have been consuming alcohol, the columns showing 'drinking rate', i.e. the percentages in each category. The latter omission rendered her whole discussion useless, as the tables showed merely the number in the sample in each case. I had to explain to her that what [sup] had wanted was a definition of 'drinking rate' and that she would have to reinstate the columns showing the percentages. {FSP:11: Para 419}. Another of [sup]'s criticisms had been that there were no links between some sections and between consecutive chapters; I had to give her extensive feedback on this as she had no idea how to address the issue. {Para 430}.

²⁸² [sup] has taken ages to respond to her submissions - last one took one month to get back. She is frustrated - naturally. {FSP:5: Para 97}.

In both sections the discussion of the results was weak, with some serious gaps in the argument and again many points requiring elaboration. I had to give her a great deal of input here, and I wondered why [sup] had not picked this up. However, when I asked her about this she replied that she was 'still waiting for his feedback on this chapter'. She added that every time she asked him about it he 'just told her to go to the Writing Centre'. I felt rather annoyed about this as it seemed to me that he was abdicating his responsibility as supervisor and taking advantage of the fact that I was able to comment on the content of the thesis as well as the writing per se. I suggested to her that she ask [sup] if he would consent to a 'triangular' meeting, with both of us advising [S] in the same consultation; this had worked very well in the closing stages of her Master's thesis. She said that she would speak to him about it but I could see that she was reluctant. {FSP:8: Para 187}.

No feedback on anything yet - insecure feeling. Doesn't know guidelines, etc. Nearly vac. {FSP:15: Para 130}.

²⁸³ Unfortunately, she failed the paper (45%). However, her lecturer mentioned that a remark will be considered only if [S] consulted the Writing Centre with this paper. She had failed this assignment primarily as a result of the extent to which she plagiarised; her lecturer remarked: 'Incorrect referencing and lack of referencing is serious at this level. You have long sections unreferenced and not in your own words which amounts to plagiarism'. This student, in her essay, also apparently argues particular views but the lecturer had pointed out that the student had not clarified whose argument(s) they were/are. I had the feeling that the lecturer felt like giving up marking the essay from the comments s/he made; also from the extent of the sections plagiarised. While there are certain areas in her essay that do indicate some familiarity with referencing, there are statistics with regard to facts about sexual harassment that are completely unreferenced and therefore 'meaningless' to use her lecturer's word. Her bibliography was also riddled with all sorts of inaccuracies which were pointed out by her lecturer. I re-emphasised the dangers involved in plagiarising after I was convinced that she was aware that she had consciously plagiarised. {FSP:16: Para 13}.

The lecturer's feedback was mainly concerned with the fact that she had not developed her argument logically and his other main criticism was that she had not expressed her own opinion but merely reviewed the published opinions of others. {FSP:2: Para 13}. She had failed the June tests, albeit narrowly (overall average 48%). ..I asked her how she had fared with the written assignments on which she had consulted me in May, and was pleased to hear that her marks for these had ranged from 58 to 65% {Para 87}.

Committee said methodology falls short and this threatens her registration which affects her funding. Could I please focus on Methodology section? {FSP:5: Para 202}. Draft of PhD proposal. Having difficulties understanding [sup]'s comments on it to her - she's afraid of [sup]. {Para 533}.

Brought in a marked essay - ...Tutor's comments outline 3 main problems: Expression - unclear; some sentences unfinished. Links between paragraphs and with conclusion - not clear. Need for stronger general themes and arguments. Pointing out that she had lots of information and a good basic structure to her essay. ...She still wants me to read her essay and use that to illustrate the problems outlined by [L]. She'll return tomorrow for this. {FSP:9: Para 80}.

²⁸⁴ She mentioned that her supervisor had been 'very impressed' with the research proposal on which she had consulted me {FSP:12: Para 113}. The only happy note at this consultation was that she reported that she had achieved 75% for the essay on mediation, which result pleased her greatly. {Para 137}.

²⁸⁵ which he had been told to resubmit after some adverse comments from the lecturer. This seemed to have had a salutary effect as he had applied both the lecturer's feedback and my advice at his previous consultation to produce an argument that was much better developed than before. {MSP:4: Para 194}.

[S] came in unexpectedly, with a point-form version of the methodology to be applied in the thesis, which had been given to him by [sup]. Following a detailed discussion on how applicable [sup]'s theories were to this particular research question, [sup] had given him this summary, in point form, of the stages involved in applying different aspects of the general theory to the problem of pastoral counselling in a multi-cultural society. {MSP:15: Para 90}.

²⁸⁶ The lecturer had been so impressed that he had suggested that [S] consider preparing it for publication as a journal article. I am hoping that this success, after such a struggle with this particular piece of writing, will boost his confidence for his tasks in the next semester. {MSP:9: Para 61}. He showed me the marker's comments on the essay on environmental education, and was delighted with his mark of 80% for that essay. {Para 75}. There had been another assignment since his previous consultation, but he had decided to try to write without my help, to see for himself whether he had assimilated what I had taught him. I asked him how he had done and he replied that he had been given a B symbol for it (i.e. 70-79%). I was pleased to hear this, as it showed that he really was learning to write. {Para 86}.

His lecturer/supervisor was apparently delighted [S] was getting help from us. I made a note to pass this info onto Cathy. {MSP:14: Para 158}.

²⁸⁷ I advised him to revisit his initial research question and then focus the general conclusion on showing the extent to which the research findings had answered this question. He was very grateful for this advice; it seemed that nobody had told him anything about such an approach to concluding a thesis. (I asked tactfully how much input he had had from his supervisor - he replied that his supervisor had given him some advice on content but not on language or organisation). {MSP:9: Para 160}.

²⁸⁸ [sup]'s comments on his topic proposal had been largely concerned with his grammatical deficiencies. {MSP:3: Para 13}.

²⁸⁹ She has met with her supervisor - is lots to revise and redo. ...Feedback from supervisor: - Organisation is problematic. - Must put 'research problem' at end. - Chapter 4 must contain results and analysis and discussion. {FFP:4: Para 151}.

Supervisor, said her content is ok but that her language needs tightening up. (mainly grammar and word order). {FFP:5: Para 91}. Supervisor is very busy. 'Shows willingness, but he's just not there'. She meets him quite often – 'I can walk in and chat, but he is busy; there's no time to think and come up with ideas. He doesn't push me much... gives comments on my draft - verbal not written. He doesn't think much about it but has insight when chatting'. {Para 121}.

²⁹⁰ [S] has actually presented this as a seminar. His Prof. said it was OK, pointed out the need for a couple of changes and corrected some English. {MFP:1: Para 39}. I have his draft with corrections - mainly language - from his supervisor. {Para 56}.

²⁹¹ his main supervisor, was about to go overseas to attend a conference but [S] hoped to see him to discuss my feedback before his departure. Unknown to him, [sup] had already been in touch with me and asked me to report to him by e-mail after I had read [S]'s work. I did so, and received a prompt and detailed reply (in file). It was evident that we were in complete agreement about the main problems to be addressed but the main problem was how to address them - or rather, persuade [S] to address them. {MFP:3: Para 120}. [sup] was back from overseas by that time, though, so I felt that he would probably have enough assistance in preparing the final version for submission. This was later confirmed when [sup] phoned me to discuss a few points about the thesis and told me that, although it was not a particularly good effort, he felt that it was adequate as a submission for a Master's degree. I was impressed by his courtesy in asking my permission to let [S] go ahead. This really was a case par excellence of collaboration between supervisor and writing consultants. {Para 134}.

²⁹² He was very pleased with the outcome of his series of consultations in September and October last year, as he had achieved a mark of 65-70% for all of the essays on which I had advised him. {MFP:4: Para 73}.

ENDNOTES FOR SECTION 7.5: AFFECT

²⁹³ [S] was quite desperate, as she did not know how to begin to approach this topic {Para 224}

²⁹⁴ Apart from this difficulty in drawing conclusions her skills in developing an argument seemed to be improving rapidly this semester {Para 196}.

²⁹⁵ Probably because she was trying to hurry through this assignment in order to finish everything and concentrate on her exam revision she had relapsed into her old ways and the problems with focus and cohesion that had been largely eliminated reappeared {Para 230}

²⁹⁶ The deterioration in her essay writing that manifested itself in this task was disappointing, after she had shown so much improvement in the second semester, but I thought that it was probably due mainly to exam panic {Para 230}.

²⁹⁷ I ...was quite surprised when she expected me to write these linking sentences for her. I really thought that she had acquired these writing skills during the series of consultations she had in her first year {Para 270}.

²⁹⁸ It seemed to me that she was devoting too much time and attention to her job, so that her mind was not as focused on her studies as it had been. I was concerned that she might be heading for failure this year {Para 270}.

²⁹⁹ {Para 15}.

³⁰⁰ No draft dropped off, no show for appointment and no phone call. I have cancelled her appointment for tomorrow. If she comes in, I intend to tell her that we are not going to make bookings for her any more because of her no-show habits and that if she wishes to see us, she will have to take a chance on walk-in consultation. (This decision was made after discussion with Shirley and Suellen). ...She didn't come anyway {Para 42}.

³⁰¹ This is my first encounter with this student who has come to be known as the notorious 'no show' student or, as [C] puts it, 'she uses us as an insurance policy' {Para 54}.

³⁰² {Para 15}.

³⁰³ [S] came in in a rush again - still doesn't know my name! She is wanting to finish off her honours thesis - came in saying she wanted me to check the abstract specifically - handing it in tomorrow and feeling unsure about it! {Para 123}.

³⁰⁴ I find it frustrating working with such a student in this way - she has come in too late for much to be done and yet her work has so much potential - it could easily be turned into a Masters thesis together with ethnographic stuff which must, by now, be so accessible to her {Para 158}.

³⁰⁵ This was a very emotional consultation. She said she was struggling with her exams and tests, but that she had done well in her essays and her research proposal, however she had lost confidence and was afraid of failing {FHU:6: Para 15}.

³⁰⁶ She was very stressed out as she was doing 12-hour shifts in the wards at Groote Schuur Hospital while she was studying {FHU:11: Para 21}.

³⁰⁷ She has been out of academics for a while and is concerned about her writing {FHU:3: Para 11}.

She said this is her own idea but she doesn't feel confident about it {FHU:9: Para 85}

[S] basically came to see me today, to see if all the sections were connecting with each other logically {FHU:10: Para 90}.

³⁰⁸ I gather that [S] finds speaking with a writing consultant useful in helping her organize her thoughts {FHU:1: Para 339}.

Will come in next week with outlines for her exam prep and with old papers - is upset with her marks in the 60's {FHU:9: Para 110}.

³⁰⁹ The student had received her essay back from her lecturer, and was very dissatisfied with the feedback she had received (esp. in comparison with the feedback from the Writing Centre) I also found the feedback entirely unsatisfactory, and an insult to the amount of work which both of us had put into the essay....The student had experienced a great sense of 'let down' as she had been so interested in the topic, had taken some risks in thinking beyond the level of the readings she had done, and she really wanted to speak to an expert and get some informed comment about specific observations she had made. She was also dissatisfied with her mark, which had been lowered from 75% to 73% {FHU:23: Para 50}. (Following suggestions from C, in this case S consulted her lecturer who reviewed their impressions and her mark was raised again).

³¹⁰ At the end of the consultation she was full of enthusiasm for the Writing Centre and declared her intention of coming to us for advice on all her writing assignments {FHU:15: Para 15}.

She said her involvement with the Writing Centre had made her feel confident about approaching tasks in other disciplines as well {FHU:14: Para 55}.

³¹¹ Stress levels low; first time not done the night before! {FHU:13: Para 58}.

³¹² {FHU:6: Para 15}

³¹³ Feels she is doing all the wrong subjects (Philosophy, Psychology, Sociology and Zulu). Loves Maths and Science. I asked her why she wasn't doing them and she said that she wanted to work with children and that she saw her only options as being psychology, teaching and paediatrics - she felt paediatrics is too long and doesn't want to teach. I pointed out that Maths and Science would be good complements to psychology {FHU:9: Para 90}.

³¹⁴ It was again a joy to work with [S] on this essay, especially as it was obvious to me that her writing had developed considerably since she had last consulted me, i.e. in less than 2 months. This rapid improvement, taken in conjunction with her quick grasp of ideas and ability to express them clearly and develop them, reinforces my earlier opinion that she is likely to become an excellent writer {FHU:1: Para 200}.

³¹⁵ As before, this was a most enjoyable consultation, which gave as much food for thought to me as to this very able student. I was delighted to learn that she had achieved a mark of 76% for the essay on Freud; at last she is receiving the affirmation she deserves from the Department of English {FHU:1: Para 318}.

³¹⁶ I'm not sure if this is simply panic or some kind of neurological break - as she had said she would see an expert in this field, I dealt with the problem as one of panic and spoke about a technique for her to use in her exam writing - going systematically through understanding of terms, topic analysis, planning the written answer (brainstorm, outline, mindmap), reading over. I also spoke about the elements of an essay, time management, practising this technique and external factors such as an adequate diet, exercise, sleep and vitamin supplements {FHU:6: Para 26}.

³¹⁷ When I began going through one of them and suggested a restructure of a sentence (for purposes of clarity - and which the marker had put a question mark over), she got rather upset with me and told me that I was imposing my style on her. She was not happy with my stated reasons for this and so I reviewed my approach and we managed to overcome the stickiness (FHU:6: Para 82).

³¹⁸ [S] is very sweet tempered, I wondered though whether I was too dictocratic, and I know at times I felt frustrated with the flow of her argument. She seems to place a lot of trust in the consultant and if she did have reservations I don't know whether she would have voiced them right away with me. Despite her apparent faith in the consultant, she might have found me a bit over the top, too directive. She seemed pleased anyhow with the overall result of the consultation (FHU:19: Para 65).

³¹⁹ (FHU:2: Para 146)

³²⁰ [S's] next essay assignment ...was a very difficult one (far beyond what can be expected of first-year students, I thought) (FHU:1: Para 219).

³²¹ For the first time I saw all my injunctions on this bearing fruit....However, I was less than confident myself about this part of the task and thought it rather too demanding for first year students. I was very pleasantly surprised when I heard that she had scored 80% for this assignment (FHU:9: Para 172).

³²² I found this to be an interesting topic to discuss (FHU:2: Para 246).

³²³ [MHU:3]

³²⁴ [MHU:5]

³²⁵ [MHU:2]

³²⁶ [MHU:1] and [MHU:4]

³²⁷ [MHU:3] consulted through his undergraduate years and into his honours degree. A hard worker, talented, but with some lapses of confidence in his own abilities and losses of a sense of clarity in his work, for which he seems to find relief at the Writing Centre. *As it was not much of an improvement on his last draft, I assumed he was lost. He confirmed this saying that he didn't know where to go from here, and 'I'm just adding, adding, adding, I lose focus and get confused. I've got too much information.'* ...There is a lot of restructuring and editing required but we both felt that it had some shape by the end of the consultation - he said he felt much better about it (Para 35). At his second visit, He came in feeling really pleased with his essay and offered to bring me a copy once it has been printed. He said it all came together at the end (Para 46), and again at his third visit, he was pleased to have his ideas and the structure of his draft affirmed by the consultant. *At the consultation he was very pleased to learn that I considered the organisation and focus of his essay to be satisfactory; he had obviously been concentrating on these aspects and had assimilated all Cathy's good advice on these aspects of writing* (Para 59).

Although he suffered from work pressure and weariness, *Shame, is sleepless and this is going to require lots more work. I suggested he sleep* (Para 91), he was very successful in his studies throughout, receiving two awards for best student.

³²⁸ [MHU:1] first came feeling overwhelmed by the topic, (Para 16) and the session was spent in a discussion with the consultant attempting to calm and focus him. The student was very uptight. In the next consultation, *I spoke about organisation - he seemed a trifle defensive and said he needed to know how to compare or analyse* (Para 31). After a couple more consultations, he seemed to relax somewhat and expressed gratitude to the consultant, with some attempt at articulating his difficulties with academe and fitting in. However, his problems were not easy to address in the Writing Centre: he often failed to pitch on time and had fallen behind in his work, *Very tired. - Falling asleep in consultation! Has 6 other assignments to hand in next 10 days! Struggling to scan in pictures* (Para 98). On a couple of occasions, consultants spoke to him about his failure to honour his appointments and although he was apologetic, he continued to show a lack of discipline and it is unlikely that he derived much benefit from his liaisons with the Writing Centre.

³²⁹ [MHU:2]'s difficulty was not with his writing *per sé*, but with his actually getting down to it – once done, it was of very good quality. The consultant searched with her student on ways to help him. She acquainted herself with him during the first visit, where he described his difficulties: he was a slow and very brief writer, *He says he has a problem thinking of words. He freezes in front of the computer and he claimed 'It's not writer's block; it's a permanent condition!' He says he is getting nowhere in his studies and it's getting worse as his studies progress* (Para 13). He found it difficult to relax and focus on his writing and practised avoidance as long as possible, until he underwent 'an enforced marathon', but was always late to hand in (in fact, his writing in the end is good). He claimed intimidation of (his own) written word. Interestingly, he copes in an emergency; he reported that he is a slow but clear writer in exams – although he does not freeze then, he said more time would help. *He says he's not usually anxious; Has a 'generally phlegmatic approach to life' - it's just writing - even his letters are brief...I suggested a set of 6 psychotherapy sessions which are available at Student Health - there are obviously some emotional blocks* (Para 13). The consultant continued to explore into her student's person, and established that he is a very creative writer, and loves his work. *I asked if he was artistic. He said 'Drama - I love it. But I don't want to get into it because it's like a drug (because I love it so much). I like dancing (ballroom). I write poetry.' Interesting - the assignment he left with me is wonderfully creative and dramatic - he put himself into the role of the disciple Paul... He does feel strongly about his calling as a priest. He prepares for his sermons with very skeletal notes - but they work well. He loves giving sermons. He said that the more important something is to write, the worse he gets. With the less important things, he can just rattle them off. He did mention that in his exams he writes more cheerfully than in other situations* (Para 58). This student was handicapped by his own anxieties of writing – his anxiety was in direct proportion to the attached importance of the task (and time spent procrastinating). The consultant made various suggestions for relaxation therapies – to use in preparation for writing, which the student expressed a willingness to consider. *The idea of relaxing before writing was a totally new idea to him and he said he would try. I made various suggestions and explained them - e.g. meditation/prayer, exercise (doesn't do any at the moment, felt he could try), yoga (Rondebosch), Tai Chi (St Joseph's), Homeopathic medication such as Rescue Remedy, Fresh air, good diet, no caffeine and an appropriate place to write. I also showed him how to mind-map - and discovered a fair amount about his life in doing so. He was really taken with this idea. (Phew!)* (Para 64). The consultant also learnt more about her student's technique – in which, it appears, he avoids the journey of the writing process – it is more of a chore to do once at the last minute. This, she decided, was something they could work on together. Next, he brought in a copy of the assignment he had recently handed in. Here, she found his writing to be creative and innovative, and she felt unsure of her usefulness. However, the student reported a slightly easier process – having made use of the mind-mapping technique for part of the paper, as well as the idea of a drafting process. *Said he wasn't as panicky and so it was an easier task than usual - pleased. He showed me this* (Para 81). At his next visit, he reported further improvement. *Managed a mind-map of whole paper. Explained it to me. It seems fine. Now the 'acid test' as he calls it - first draft for Monday. He feels somewhat nervous - we'll see. These sessions aren't taking long - I'm just monitoring* (Para 107). These really were merely monitoring sessions, in which he was simply reporting back briefly to the consultant. They discussed his ideas at a following consultation and he appeared to be practising the drafting process. *He has a Christianity Seminar tomorrow - He's aiming to get that paper in on time! Working on that has also given him an idea for his term paper... He outlined his ideas for this - does sound fascinating - looking at the healing services of different churches and how/why they're successful. In 10 days time he will bring in a draft of the Degenaar seminar and a skeleton of his term paper* (Para 127). The consultant made use of a technique from her Psychology training (Solution Focused Brief Therapy) – concentrating on what works for her student. *I asked what the main stumbling block here was: He said getting down to it at all - due to the writing aspect and the fact that he had a lot of other work to do. I asked what had been successful - what had worked. He said he'd found the diagram (mind-map) had helped - and having one paragraph for each branch* (Para 143). A later visit revealed that [S] was again behind but had been relaxing, *Hasn't done the seminar paper. 2 assignments due - 1 not done because he didn't get down to it. 1 almost done - has spent a lot of time arguing with one of the readings.. He said he's been taking a bit of a break and having some fun* (Para 161). However, later there was some progress in that he had got one paper done in time – still

written in haste – but easier because he had engaged in it (he had got irritated with the argument he had to write about). There was also some encouraging feedback. *His seminar paper... has been handed in and received back. I felt there were some interesting questions raised in it. I think it was left hanging at the end though. Looked like he'd written it quickly. During the consultation, he told me that the paper was written in irritation - and without a mind-map. He said it took him about an hour. He'd got 70% for it and encouraging feedback. What worked was that he'd got 'excited' and therefore quickly involved in it* (Para 178). But bad habits still threatened: *At the moment, he says, he is not worried - as it's due on Monday. I asked him what would happen. He replied that on Monday he will get worried* (Para 180). The student also reported that his therapy was over and he fed back on what his therapist had said. His consultant suggested ways of using this (within her SBFT framework). *The therapist concluded that he attaches self-esteem to the things he is writing. He is afraid of writing for criticism. He is trying to write to chuck out and he gets cocky. I think his cockiness could be turned to his advantage in his writing. He said he needs to write like he talks (or preaches). I suggested that when he finds the readings boring, he try to dramatise them (cycle into your skills)* (Para 182). By the next consultation, the student was panicked and his writing was in a similar state, according to the consultant, *Writing ok but speedy. Reading it feels like whoosh! and there are careless gaps. ...Doesn't use quotation marks - he reckons this is ok in a seminar paper, then agreed it was a bit slack* (Para 207), but the actual writing task was on time! At this point, the consultant asked [S] to think of how he would continue to work with the Writing Centre – to determine his own direction *Nice, however, that this was done on time! He did tell me that it seems as if the ball has started rolling - he is getting down to writing. I asked him how he sees the way forward working with the Writing Centre. He wasn't sure. I outlined 2 options - go it alone or continue to use me as a monitor. [S] seemed to want the latter. He asked me if it was pointless for him to drop off drafts with me after handing them in - when he's not going to make changes to them anyway. I said that I thought it depended on how he wanted to use the feedback - it could be a stress-free way of improving his writing - I could point out what works for me as a reader and what doesn't and he could bear this in mind during the following draft writing. And the sessions could continue to be used for reflection on his approach. He said he'd like this. Set a time for next week* (Para 207) – looking towards a stressless approach but driven by him and not the consultant, providing for reflection in a relaxed arena. The consultant continued as responding monitor, *I'm a bit worried about all the tangents - not for writing but for reading and thinking - which will delay the writing. It is a fascinating topic* (Para 247), and the student progressed, but slowly. In one of his last consultations, he reported, *for the first time he is feeling excited about his [course]!* (Para 247), however, on his lecturer's advice, he did apply for leave of absence for the term, due to his being so far behind.

³³⁰ [MHU:4] arrived feeling panicked and incapable; *Freaked out. Interested in course but useless at essay writing. ...mind-map - an idea he really liked and is keen to try* (Para 11), the consultant showed him some techniques and explained the usefulness of draft writing and consulting through the process. However, he was in a hurry at his next consultation. Here, the consultant established that he was a professional surfer and was 'trying out' university, *Says he decided to try something different and come to university. But does seem to be struggling* (Para 27). Generally, he struggled with time management, was very anxious on approaching his writing and seemed unclear about his academic practices, *He pulled out his course hand-book and asked me what I thought he should do for exam preparation - wondered if he should summarise every text and should he learn them. I'm not sure he understands the purpose of the course* (Para 40). At one stage, the consultant wondered about the possibility of there being some dyslexia, (Para 55), but the student did not return – possibly he had dropped out.

³³¹ see for example, FSU:1, 2, 4, 5

³³² {Para 44}.

³³³ {Para 273}.

³³⁴ {Para 283}.

³³⁵ And see {Para 105}.

³³⁶ *Talks of how she felt overwhelmed on her arrival her - but seemed to settle down quickly through Orientation week. Made friends easily - lots of people from North-West province (her home). She is used to the sort of life in Res because she was at boarding school for 4 years. But she's not used to being totally responsible for herself - where no-one tells you what to do. She's been surprised in lectures - because 3 subjects are totally new and not like anything she's done at school - struggling with them. Struggles to make sense of stuff on first reading. Was very anxious about her essay writing at first but feels better now. Can't quite understand what OT is but is adding to her understanding each day. Enjoying fieldwork (Christine Revel - for orphans, neglected kids and teenage moms). Enjoys learning about children's development* (Para 35).

³³⁷ *'I am from a partially disadvantaged family because my parent are not educated and not employed even my brothers (3 of them) are not Educated and (2 of them) can't find proper jobs. We girls (4 of us) are the ones who at least got good or better education after we have struggled.'* - From a rural area. ...High school: Agricultural school - because couldn't get a bursary to continue her studies and the Dept of Agriculture gave bursaries to pupils who's fathers worked in the fields/to farmers - which her father was. Her parents and one of her brothers still had to help with her fees as well as the bursary. She was one of the top students - involved in lots of activities - eg. youth program, netball, choir, headgirl in Matric (1995) and headgirl of hostel - lots of leadership skills. Matric: English 2nd lang HG, Setswana 1st lang HG, Agricultural Science HG, Home Economics HG, Maths HG, Physical Science HG. Attended lots of Career exhibitions. Wanted to do Medicine but there was a problem with fees and she was rejected by UCT. Accepted by others but no financial aid was offered. Has been unemployed for a year. Applied - with Uncle's help - to a number of varsities and bursary schemes. Changed her mind - decided to do OT - finally managed to be accepted by UCT and get a bursary.

³³⁸ *This type of rushing through work is so unlike her that I decided to mention it. [S] says she is feeling demotivated, tired and pressured. We spent some time discussing why she feels this way, and [S's] conclusion is that she is feeling pressured because she is the first one in her family to go to university. An added burden is that the financial commitment is a huge strain on the family budget. I tried reassuring her by telling her that she has done very well so far, and that there should be no reason why she shouldn't progress ...She left in a slightly better frame of mind* (Para 115).

³³⁹ {FSU:2: Para 90}

³⁴⁰ *When she came for the consultation I was able to advise her on the concepts to some extent, but suggested that she go to these definitive texts as sources of further information. She did not look too pleased about this; perhaps she had expected me to write this section for her* (FSU:17: Para 148).

³⁴¹ *She also expressed anxiety about the number of words that students' were allowed use for this task and seemed to concentrate more on keeping within the limit than the important issues* (FSU:20: Para 66).

³⁴² *Ideas were all jumbled up and she was worried that she would get a low mark because of this. ...at the end of the consultation she seemed to understand how to go about doing this* (FSU:11: Para 79).

³⁴³ *She said she felt under pressure in the course, it seemed that indeed she was facing some kind of performance anxiety, possibly why she had been coming in even with small assignments. (It's her 3rd year at Varsity, she was worried about having to stay on at varsity just to repeat this one course* (FSU:19: Para 60).

³⁴⁴ *However, I wondered how much of this explanation she was understanding. She obviously has great conceptual problems, as well as linguistic difficulties, which is a matter for concern at this stage, 18 months into her University career. The difficulty is exacerbated by her seeming inability to keep up a sustained interaction with the Writing Centre. In this case, as last year, she made another appointment, to discuss a draft of the essay, but failed to keep it. Thus, this is unfortunately yet another instance where I was not given the opportunity to give further assistance on this essay* (FSU:10: Para 51).

³⁴⁵ Low self-confidence. ...When I asked her to tell me about one of the subjects, she rattled off her facts! It turned out that her problem isn't actually one of taking notes - what she does obviously does work for her! {FSU:5: Para 42}.

³⁴⁶ She seemed slightly more confident about approaching the writing task after her consultations with Jocelyn and myself; I hope that she will return to the Writing Centre, as a sustained interaction could well be beneficial {FSU:3: Para 36} -perhaps S also believes this: I was pleased to see [S] again, with another essay to be developed; she evidently felt that she had benefited from her previous interaction with the Writing Centre {Para 48}.

³⁴⁷ At the end of the consultation she said that she now felt more confident about writing this essay {Para 39}.

³⁴⁸ A lot of the consultation was encouragement to her; she was feeling uncertain about how to discriminate material/issues. My only response was practice! She seems very capable, trying to do too much some times (like too much reading, expanding the task at hand) {FSU:5: Para 26}.

³⁴⁹ This student had covered much of the essay writing process in EAP. I think she came to the Writing Centre to get some reassurance about approaching her essay writing. She said that she would bring her first draft to the Writing Centre {Para 13}. The content of this essay afforded me an insight into the reasons for [S's] lack of confidence; she wrote that she had been labelled as 'stupid' by one of her primary school teachers, and this had seriously affected her attitude throughout her school career. She was obviously in need of affirmation, and I told her that I certainly did not consider her 'stupid', and that I was very pleased with her progress in writing since our earlier consultations on the psychology essay. I suggested that she try to forget that unjustified 'label', especially as she had now started a new phase in her education. She seemed much happier at the end of the consultation. I hope that her confidence will now start to build {Para 60}.

³⁵⁰ Student remarked on the registration form that, It has been very useful for another person to read [her] essay ... as he notices mistakes that [she] does not.. {FSU:16: Para 11}

We were both pleased with the way this report had developed and she announced as she left the Writing Centre that she intended to consult me on other third-year assignments {FSU:17: Para 101}

³⁵¹ She told me that she had achieved 61% for the Psychology essay on which she had consulted me; she was pleased because this represented an advance of 10% on her previous average {FSU:14: Para 75}.

³⁵² Really just wanted to thank me - very pleased because she got 60% for her DOS essay. Talked about what worked {FSU:18: Para 110}. [S] says that she is feeling much better about herself and her work. The last time we met she was feeling really depressed about the work-load, and about not doing well {FSU:4: Para 134}.

³⁵³ She expressed the hope that all her hard work would pay off. I didn't want her to concentrate too much on the outcome in terms of a mark, so I harped on how important the process has been in terms of skills acquisition and so on. (I hope she gets a good mark) {FSU:4: Para 77}.

³⁵⁴ I feel concerned - after the appointment Willie phoned to ask me to repeat the advice I'd given him on his introduction {Para 99}.

³⁵⁵ Same as last one I saw - why not reworked? {Para 135}.

³⁵⁶ This feels like too much needed too late - I don't think he understands a lot of what I have suggested. I feel deeply concerned. ...Hasn't had time to rework sections yet! ...Severe signs of stress - pain, lack of sleep, psychological disturbances. I gave him a pep talk on the need for adequate exercise, diet, rest, vitamins, etc {Para 147}.

³⁵⁷ {Para 164}.

³⁵⁸ Well, there does appear to be somewhat of a breakthrough! Does he feel better? - yes but stressed out - has another assignment due tomorrow! Will try to make appointment tomorrow. - Phoned to cancel {Para 199}.

³⁵⁹ [S] has done it again. He came in very apologetically with his draft; a draft he was supposed to have left this morning for me to read {MSU:3: Para 79}. [S] was late again today - but at least he came, after numerous no-shows! His essay is due today and I didn't feel I could do much about it. We spoke about both of these issues {Para 93}

Unfortunately, he was running late (the essay was due at 2pm on the day of this consultation) and he was unable to let me have the draft before the consultation, so in this case I had to spot the issues and engage in discussion of them simultaneously - not the ideal situation, but inevitable this time {MSU:11: Para 39}. He soon returned with another essay draft, unfortunately also due the same day as the consultation. I chided him gently about leaving no time to allow me to read the draft beforehand, but he explained that he was working under a great deal of pressure, with assignments due for all his courses at much the same time. This seems to be inevitable as the academic year draws to its close. Thus, once again I had to adopt the policy of focusing on the issues raised at his previous consultations. ...he was clearly anxious about the time factor (the essay was due at 12 noon and the consultation started at 10 am !) {Para 50}.

I was concerned because this student did not seem to have benefited at all from the advice given to him at previous consultations. I wondered whether he was coming to the Writing Centre hoping for a quick fix each time and not giving any thought to the advice given {MSU:17: Para 67}.

Unfortunately the consultation had to be rather hurried, as he came with only 30 minutes to spare before the start of his next lecture {MSU:22: Para 13}. I was amazed but pleased when the student achieved 100% for the final version of the report {Para 25}.

³⁶⁰ I found [S] to be a very keen student who really wanted to learn. He seemed to know where he had problems {MSU:9: Para 34}. He was very responsive to my feedback and said that he was anxious to improve his writing. ...I did not see him again during 1998 but was pleased to note that he had achieved a mark of 72% for the Religious Studies course, 67% for POL104S {Para 25}.

confused about the title. ...The student expressed his eagerness to tackle the task, and hoped to make an appointment in which we could discuss his first draft, which was due in a week, in detail {MSU:1: Para 37}.

This student was very excited about this (his first) assignment at university. ...I introduced the ideas of brainstorming and mind-mapping to him as a way to better prepare for future tasks like the one at hand. He was very excited about this and wanted to know more....I used his essay topic to illustrate possible ways of preparing to write a first draft from a mind-map which together we had constructed. He was very happy with this exercise and promised to work on a draft over the weekend and to bring it in on Monday {MSU:12: Para 13}.

I must say, I sometimes find it difficult not to impose on the students' style; there's a loose boundary for offering rewording of sentences - between making sense and merely sounding better {MSU:13: Para 61}.

³⁶¹ I found this difficult to explain, especially as he had difficulty in understanding the whole concept of a 'colour bar' - a happy development in this brave new world! This task was, perhaps, a somewhat problematic one for a young black student.. I made allowances for this, but nevertheless felt somewhat concerned about his conceptual difficulties. I hope that he will succeed in making the transition from first year to the greater demands of second year level {MSU:11: Para 101}.

I suspect that there is a problem of understanding the work at hand ...Most of the consultation dealt with the work of separating out the issues involved (helping as well as I was able to considering. my very limited understanding of the topic) {MSU:19: Para 58}. Still believe that his poor expression related to conceptual gaps. He will be seeing Cathy, but discussed the form of academic support available within the dept. Not very clear, apparently went to see a doctorate student. [S] seems to need consult. w/ someone within his discipline. I mentioned possibility/ of peer consult, he said he had asked around, sounded rather dubious source of help {Para 67}.

[S] is a very nervous person and he is afraid of writing essays. (This consultation couldn't have been wonderfully comforting as I had terrible hay-fever throughout!) He said that this (essay on racial prejudice) is the first essay he has had to write at University. He is especially worried about stating and supporting his own views....he felt there was no time to reconsult before handing in {MSU:21: Para 12}.

He seemed rather shocked when I told him that the report was, in fact, incomplete as it lacked a concluding section in which all findings of the project were summarised and recommendations made on the basis of the conclusions {MSU:14: Para 70}.

³⁶² On the occasions that we have met, I've been struck by how poorly he articulates himself, and I don't think it is only because of ESL difficulties. I think that [S] has learning problems which haven't been properly diagnosed. I'm not quite sure why I say this, but something is wrong here. Perhaps the opportunity will afford itself to talk about this with him at a later stage. In the meantime he has an essay due in an hour {MSU:3: Para 79}. When he reappeared in the Writing Centre in 1998 he remained problematic. ...He submitted a draft of a document purporting to be a research proposal for a project aimed at the upliftment of the African township near Queenstown (by building community hall, computer centre, crèche, etc.), but it read more like an appeal for funds. I was very suspicious and was reluctant to undertake the consultation as I felt that this was possibly some private project and nothing to do with his academic work. When he came for the consultation he assured me that it was a writing task for the B.Ed. course entitled Language, Society and Education, run by [L], and that the students were required to write it as if it were motivating funding for a project. I remained sceptical, especially as according to the UCT records in our possession he is still registered as a B.A. student. Had I been convinced that the document was a genuine academic exercise I might have spent more time on it. As it was I was not prepared to do more than just scan it for grammatical and vocabulary errors. These were numerous, so I just addressed the most prevalent ones by giving feedback on a few examples. There is definitely something weird about this student {Para 126}.

I feel torn as to which hat I put on - Writing Centre consultant or some advices offering {MSU:20: Para 23}. I was quite concerned about this student's conceptual difficulties, and it came as a pleasant surprise when I learned that he had achieved a mark of 66% for this assignment {Para 46}.

³⁶³ [MSU:21]: [S] says he's been diagnosed as suffering from panic disorder. He wants me to alleviate his exam stress. Wants to get more than 50-60%. ...I suggested we go over old papers together - looking at how we could approach the questions and mind-mapping - as if his 'mind had gone blank' in the exam {Para 64}. He seemed to get more nervous as the consultation wore on - said he didn't think he'd be able to do that. Is coming tomorrow to try himself. (I'd started out trying to get him to unpack the tasks and he struggled so I took over). We'll see what practising does {Para 77}. He went through 2 sections trying himself - very nervous. General - specific. Bricks & cement. Breaking up - became very tense {Para 87}. I think [S] tends to confuse himself - e.g. in his example, he mixes up the control stimulus and the behaviour it reinforces {Para 107}. He did one last year - for which he got 70%. I asked if he understood what he'd done right and he said he didn't understand what he'd done wrong. ...We talked about it - he brought it out - marker said he hadn't given a prediction at the start - I explained. [S] has to do one for Neuropsychology - wants to look at something involved in dreams, and one for his Research Methods course - hasn't thought of a topic yet. He also asked me if I thought that handwriting really didn't affect the mark - as the department claimed. I did explain the advantages of getting computer literate {Para 122}. Doesn't know how to start. Knows what he wants to do - the question on language (nurses as interpreters). Doesn't know how to tie in readings with essay. Has read around the issue of interpretation - but this is a practical task. I asked him some questions - e.g. practically, what would he do in this situation? We discussed the task - hopefully giving him some food for thought. I suggested a couple of readings for him {Para 134}. Exam nerves. ...[L] said exam would be a very general question and the problem for [S] is that he finds himself 'reading blindly' {Para 146}. Fears not being able to tailor what he's read to the essay asked for. - Talked about this. ...Talked about making meaning - in education, in ethnopsychiatry and in [S's] studies. Talked about using a peer-discussion group, about the management of his negative feelings and about how he could use his readings. To try topic and draft and reconsult - may pop in for the odd pep talk! {Para 152}.

³⁶⁴ He said this made it much clearer to himself. ...I wasn't sure that he understood the quotes he'd used - I certainly found them very obscure {MSU:4: Para 53}. At the end of the consultation, he thanked me profusely and said I've made things much clearer for him. He cancelled Friday's appointment due to a funeral but said he would reconsult when he'd got his essay back. {Para 79}.

He was very pleased because he had passed all his examinations at the end of 1994, and said that he thought that his success in writing exams was in large measure attributable to the help he had received from the Writing Centre during the year {MSU:6: Para 49}.

He said that he found this extremely helpful and would return for a repeat of this exercise {MSU:7: Para 11}.

He was grateful for this; he seemed anxious to improve his English vocabulary {MSU:11: Para 12}. I am impressed by this student's progress since his first consultation (on the first Political Studies essay; he told me that he scored 60 % for this, but a much higher mark, 80%, for the Social Anthropology essay on which he subsequently consulted me) {Para 39}.

A very difficult topic for me to read on! ...He said Thanks, you've made very much sense {MSU:12: Para 85}.

He seemed pleased with the notes I had made even though we went through them so quickly. One assignment out of the way at any rate {MSU:14: Para 105}.

he was mainly concerned with rectifying the linguistic errors; he had failed PCU, which had come as a shock to him. He was very grateful for my guidance in this respect {MSU:19: Para 35}.

He was very pleased about his 100% for the previous report, and thanked me profusely {MSU:22: Para 37}.

³⁶⁵ The student was not active during this consultation and I had to prompt him to consider certain phrases and the logic of some of his paragraphs {MSU:6: Para 19}. I feel that this is a problem student because he is far too passive during consultation. It was very difficult to get him to brainstorm for words and sentences and he tended to automatically agree with suggestions put forward by the consultant. I don't think he is benefiting from consultations in terms of developing his own insight and skills in the writing process {Para 38}. He was very pleased because he had passed all his examinations at the end of 1994, and said that he thought that his success in writing exams was in large measure attributable to the help he had received from the Writing Centre during the year. ...This was a lengthy consultation but I felt that he had benefited from it. He is slowly acquiring more confidence about his academic writing {Para 49}.

I don't know if I got through to him. He agreed with practically everything I said! He asked for another appointment. We'll see then whether anything connected {MSU:14: Para 13}.

³⁶⁶ The student was quite passive in terms of trying or the lack thereof to model new sentences, create linking sentences and paragraphs etc. I felt quite irritated with the student because he had written a hasty and superficial essay. He had not bothered with an essay plan to help structure his essay (something I had been working with him on in the STP) and in this sense I did not feel he was making an effort to absorb the skills stressed during consultations and the STP's. I conveyed my displeasure to the student. He did not come back to the Writing Centre, however he started off the year with a 55% essay mark and ended with his fourth essay receiving a 75%! Perhaps I should get angry more often {MSU:17: Para 43}.

³⁶⁷ I suspected that she would not keep the appointment, and indeed she did not. She subsequently made 2 appointments for the following week, but kept neither of them. She now seems to regard the Writing Centre as an insurance policy, to be kept available for use only if required {FFU:4: Para 236}.

[FFU:6] was lost and C much pained: explained that it was not possible for the Writing Centre to deal with the complexity of problems presented in her English. She would have to commit to English lessons and spend a lot of time trying to improve her English. Our job was to assist with writing problems. When I found out that she had only passed one subject last year (Bus Law) and that her major was Linguistics (which she had failed) I suggested she go to the Careers Office for guidance and advice. She seemed to accept what I said without as much pain as I had in saying it {Para 48}.

³⁶⁸ [FFU:4],

³⁶⁹ [FFU:5] became blaming and demanding - although, she drew sympathy from C (in a brand new Writing Centre) at first; She also had several non-academic problems, and the rest of the consultation was more like a counselling session than a consultation. She expressed a high level of

alienation from the culture of a South African University, and felt especially that lecturers lacked any commitment to really helping her. She felt that she had been let down by various people in the past. It was also clear that she had no confidence in herself - she expressed a concern about the fact that her mark had been put up from 49% to 50% in Psychology I the previous year - i.e. she felt that she was in Psychology II as some kind of concession. My response to this was to try to disengage in a quite businesslike fashion, without ignoring the confidences she had bestowed on me. I did tell her, though, that the Writing Centre was open every day, and she could use our resources anytime, and as much as she found necessary. (I subsequently found that this had been a fatal mistake.) (Para 9). Later, C resorted to professional distancing. I suggested she should write an introduction in the Writing Centre. She didn't make much progress on this before she had to leave, but I was adamant that I would not give in to her pressure to answer the question. On this occasion I also attempted to stop her from attempting to 'befriend' me, by bringing me biscuits, asking me to come and swim at her house, etc. It was very hard to be professionally distant, without offending her. I had been expecting this to happen, but that didn't make it any easier to deal with once it actually did! (Para 37). And firmer treatment was necessitated. Given that this student had become very dependent on the Writing Centre and was unwilling to try working on her own, I firmly explained that she had to attempt to paraphrase the quotes on her own and then return to the Writing Centre. I explained that she had to take some responsibility herself. She was annoyed with me and left the Writing Centre (Para 55). Eventually, both C and S lost their patience. The student had relied heavily on quotations which she did not understand. I attempted to address this by asking her to draw out the most important points or ideas and model a sentence based on her understanding of them. The student was very reluctant to do this and claimed she did not have enough time. It was clear that she wanted me to provide an editing service for her. I also pointed out the surface errors in terms of grammar, spelling and tenses and suggested she use a spell check, as she is computer literate. Finally I suggested that she work on the final discussion section of the essay herself and asked her to bring back a copy of the finished essay (in her file). At this point I had to tell her that she could only come to the Writing Centre twice a week in future to allow other students the opportunity to consult. She has not returned to date (Para 63). This student tried consulting once or twice in the following years, but was openly disparaging of the Writing Centre as a helpful resource in her classes.

³⁷⁰ [FFU:4] was pushy and C became worn-out and irritable: *In any case, after a total of 90 minutes of talking to her (it was now 5.30 pm) I felt that I could help her no more that day - my powers of concentration were waning rapidly* (Para 65). C was not enjoying S: *she came back demanding to see me. This was yet another long and difficult consultation,* (Para 149). S was very demanding: *but I really struggled with the imagery further on. Still I tried. By this time an hour was up but, nothing daunted, she started to pull out another poem for my attention* (Para 155), and wearing, *I felt so exhausted that I told her she would have to make way for my next student (who had cancelled, but I didn't tell her that!). Her next appointment was with Ina, for the following day, but to my horror she asked to change this and consult me again, as she liked my way of teaching* (Para 158). C became irritable: *She is so very demanding that I am of the opinion that she thinks she has bought our time and is determined to get her money's worth, in view of the fact that foreign students now pay much higher fees* (Para 176) - in fact, this could be a manifestation of cultural diversity in expectations. (New) C's strategy was healthy; *Fortunately, I was warned about this beforehand so I let her do most of the talking/analysing ...asking her things about what she thought the main ideas of the poem were, etc. When I made certain remarks about the poem, she would even want me to write these down so that she could take them with her after the consultation. I insisted that she make notes for herself and that she should not take my views as the only or correct ones but that she should attempt to interpret the poem as she understands it* (Para 285), but S gave up on this C! *She subsequently tried to overcome the problem by going to other consultants to get their ideas on the same poems* (Para 346).

³⁷¹ *I found this consultation very difficult as the student had not done anything on her part* (FFU:2: Para 40). *I do not think this consultation was very useful, except for highlighting to her that there were problems with her understanding of the content* (FFU:5: Para 72).

³⁷² *I insisted that we go through the bibliography together with the Visser handbook. She was not very pleased with this but I reminded her that we were not an editing service* (Para 314).

³⁷³ MFU:2

³⁷⁴ *The student started to relax as he understood the material and what was required of him in the assignment. But he was worried when he realised that he'd have to rethink and rewrite the whole thing before the next day. However he realised that he'd have to if he wanted a decent mark* (Para 13).

³⁷⁵ MFU:1

³⁷⁶ [MFU:1]. He first presented tight on time, resentful and reluctant to make further efforts on his assignments. *He had not attempted to answer the questions and did not wish to pursue this further, as he was already late in submitting the report* (Para 46). Although he did keep returning, this attitude persisted for the first few consultations and the consultant did not feel she was helping much. These sessions were difficult, with the student frustrated and defensive. Thanks to the consultant's patience and perseverance, he calmed and began to engage with her suggestions during one visit. (Para 68). However, he remained on an emotional roller-coaster for some time. This student seemed to know his work, but communication of this in his written assignments was severely marred by his language abilities - affecting the level of discussion, organisation and flow in his writing. Irritable and impatient, he resorted to lifting large chunks of texts from his readings and was dismissive of the problems his consultant raised in terms of his plagiarising, leaving the consultant feeling helpless. *Hopefully, with more of a concentration around his actual fieldwork in Jonkershoek, there will be less of this. [i.e. I don't think I got my point across to him!]* (Para 109). But despite his moods, he almost always pitched for his appointments. He did manage to get permission to use a dictionary in his examinations and class tests towards the end of his first year and just passed, presenting at the Writing Centre shortly after this, in a better manner - less uptight and more chatty, with his English seeming to have improved over the vacation - effecting a growth in confidence and more amenability to the consultant's suggestions. Adding to the student's sense of relief was his awareness of indications of staff engagements with writing issues, and the fact that his consultant expressed an interest in and knowledge of his subject matter. *He told me about a forthcoming poster presentation for his Zoology course on invertebrates and asked if he could consult me on this, and on the abstract to be circulated to the class. I told him that I should be very interested in this and he seemed pleased. He also commented on Rob's involvement in advising the Zoology staff on writing issues, which appeared to be a source of great relief to him* (Para 149). He showed initiative in ideas, and having to do poster presentations seemed perfect for him, as there was less likelihood of language difficulties. *He adopted this suggestion with great enthusiasm, and soon came up with some original ideas for illustrations, including a 'working model' to depict the mechanism of flight. I realised that this type of presentation was ideal for him, as his linguistic problems were less of a handicap* (Para 166). He was also very interested in his subject. He began to reap rewards of his efforts and consultations in the form of better marks. Improvement in language abilities, writing and confidence developed slowly, with backslides in more pressured periods. *Once again, terms used were not properly defined. ...I felt that this was probably due mainly to his haste in writing the report; he was already into extended time, which was running out. I was not sure whether his inadequate argument and largely incomprehensible discussion in this report stemmed from panic over shortage of time or not, or whether he had difficulty in understanding the concepts involved. ...It seemed to me that the problems in this report were largely due to panic, and exhaustion due to much burning of the midnight oil* (Para 233). *I had hoped that the same method, i.e. establishing his true meaning by questioning him and then making some order out of the syntactical chaos, would enable me to make sense of this important section of the report. However, this time my questioning resulted in disaster as I suddenly realised that most of his reasoning in the discussion was based on unfounded and unsubstantiated assumptions, linking together 2 sets of data which could not, in fact, be related. This conceptual gap had given rise to a seriously flawed argument, and some of his conclusions were*

therefore false. It was my unpleasant duty to point out this breakdown in logic to him, and this, of course, added to the general panic. It did not take him long to see for himself where his argument had broken down, and he was in a state of despair, as the report was due by the end of the day. (Why, oh why, does he always leave himself so little time when he knows that he has problems in writing reports?) (Para 376). C reminds him of recent successes. But S under pressure and does not want to put too much more effort into it panic rises, appointment cancelled - realizes he would not manage in time. Setback is disappointing for C also, I was very sorry that [S] had experienced this setback just when he seemed to be making such good progress. As noted before (see report #15) the stress due to pressure of work and poor time management had obviously had an adverse effect not only on his writing but also on his thinking (ibid.). There were only occasional instances of conceptual instances of conceptual difficulties, which, although accompanied by acute anxiety, were quickly and effectively remedied; This was the first time that I had found a conceptual error in [S's] work, and I was quite concerned as I felt that the panic due to shortage of time was now seriously affecting his thinking as well as his writing. I endeavoured to calm him and between us we then worked out exactly what the definition of 'nesting' should have been. Once he realised the error he was able to see where his argument was incorrect, and thus it seemed that the conceptual difficulty was not serious (Para 254). At the same time an improvement was noted in his syntax, such errors were not as widespread as they had been in the earlier reports. I made a point of telling him this, as he was badly in need of some encouragement (ibid.). Once I had pointed out the flaws in his argument, he seemed to find it fairly easy to change it, with some guidance from me in the form of leading questions. It seemed, therefore, that he had no serious conceptual difficulties with the subject matter of the report (Para 279). He was lucky to have a mentor here (in his consultant) who was acquainted with his field. His consultant offered advice in direction and crisis management when necessary, for example, over thirteen pending tasks! I asked him what he intended to do about the impending deadline. He was not sure, so I advised him to devote the weekend mainly to rewriting the 8 reports that I had corrected, so that he would be able to hand in these on Monday. He decided to do this, and try to get another brief extension of time for the remaining 5. He hoped to have one of these ready for my attention on Monday, and we made a tentative appointment to discuss it on that day (Para 254). Although his writing was easier, he also resorted to plagiarism once or twice - seemingly as a short cut. In this case his argument was well presented, but some of it was obviously copied verbatim from a literature source (which reference was acknowledged). This was the first time I had detected plagiarism in these reports (though I see that Cathy noted it as an issue last year; see records 7 and 8). I suspected that he had resorted to it again as a short cut; he said that he was 'getting very tired of all these reports, as he now had other work to do'. The plagiarism was obvious because, whereas the rest of the discussion was full of the usual syntactical errors, this section was very well written and contained several scientific terms (e.g. 'phototropism') which he did not understand, as was revealed when I questioned him on them. I warned him about plagiarising sources and helped him to paraphrase these sentences (Para 291). His marks climbed up, He was very pleased because he had achieved 78% for the series of reports for BOT305F - 3rd in the class (Para 334), and new confidence spurred on to better writing, I was very pleasantly surprised when I read his draft prior to the consultation; it was certainly far and away the best piece of writing he had produced. It was well structured in general and his use of English was much better than it has been. ...Though there was still some problematic syntax, this was less of a factor than before. I felt that the old adage, 'Practice makes perfect', was being demonstrated here, but it also seemed likely that the increased confidence in his scientific writing prowess that had clearly been engendered by his success in [XXX] was now impacting on his writing in this essay (Para 334). He made a huge effort at absorbing learning from consultations and the consultant congratulated him on his improved writing. His language improvements were also noted by his lecturers When [S] next came to the Writing Centre it was with the proverbial 'good news and bad news'. The good news was that he had achieved a mark of 75% for the ...essay on which I had advised him. He was particularly pleased to report that the marker had commented favourably on his use of language. Further news was that he had eventually managed to submit the research report that had given him so much trouble (see previous 2 records); he did not yet know how he had fared with this assignment. His problem was that he was once again worried about ...the course that has caused him so much anxiety this semester. The class was due to write an examination on the practical course in 2 days' time, and the lecturer had given them a 'trial run', based on a previous paper, in which he had scored only 40% (Para 392). However, with examination pressures, S still tended towards despair, He was in one of his despairing moods, and very worried because his linguistic problems always obstructed him in trying to express his ideas in writing. He said that he had less difficulty in conveying scientific concepts orally (I have noticed this; see earlier reports). I tried to reassure him by telling him that he was very likely to be given an oral exam if he were a borderline case on the basis of the written paper. I told him that it had become obvious to me, from the long series of consultations this semester, that he did understand the concepts involved in most of his reports, but that his thinking tended to become confused when he was under pressure. For this reason, he should try to allow more time for writing reports during a practical course and, very especially, he should try hard to keep calm under examination conditions, to help his brain to undertake the difficult task of thinking in a language that was not his own. I hope that this advice got through to him; he was very tense, and I wondered how much of what I said was being registered (Para 403), and in other work pressure times, his language, naturally fell apart. His consultant became frustrated at his lack of time management, His muddled thinking manifested itself in a lack of cohesion and coherence in these last sections; he was just frantically writing down points as they occurred to him, Thus, much of the consultation time was spent helping him to group his points logically into cohesive paragraphs, coherently linked. The question of clarity also had to be addressed, of course, as his syntax always deteriorates as his state of panic mounts. At the end of the consultation I had to help him to summarise the gist of the essay for the conclusion, as by that time he was almost completely incapable of thought! He eventually left the Writing Centre with 2 hours to go before the deadline, and he still had to produce a neat version before handing in the essay. When, oh when, will he learn to plan his time in working on an assignment? (Para 424), and his panic correlated with the quality of his writing, I noted the same correlation of degree of panic with incidence of incomprehensible syntax: his introduction and methodology sections, which he had obviously written at leisure before or during the weekend, were quite well written and coherent, and the results of the survey were clearly presented in graphical form. However, the discussion was almost entirely incomprehensible (Para 449), although he was lucid in his verbal communications. I asked him to explain to me verbally the concepts involved and what his interpretation was of the experimental results and, as has happened so often before, he spoke lucidly and with obvious conceptual understanding. Thus, the problem was definitely his usual one of forgetting, when under pressure, all he has learnt about writing in English (ibid.). The following year, the student showed signs of development in that he worked more independently, only consulting over some of his major assignments and also coped better, even in pressured times, and the consultant felt that their long journey had paid off. It was apparent, therefore, that he had now succeeded in transferring the lessons learnt from all his earlier consultations to this new task - a sign that 'deep learning' has at last taken place (Para 683). The deadline for submission of the report was the next day, but he seemed to be coping with the pressure much better than before. He was still capable of lucid thought, which had not always been the case under these circumstances in the past. In general, I was very pleased with what I observed in [S] and in his writing in these 2 consultations, probably his last at UCT. It seems that our long journey together has not been in vain (Para 705). He went on to complete an honours degree at another South African university.

³⁷⁷ She intends to use us for her essays this year as she does not feel confident about her writing technique - having been teaching for a number of years, and not having done much essay writing. She also intends to do her Masters next year. I have the impression that there will often be cancellations of appointments. She also wants to make three appointments for next week for different essays. When we went over her essay for this course - Language, Society and Education, she said that she wants to hand it in early next week (due later) so only wants to rewrite it one more time. The draft I saw today was apparently her 6th. She'd rushed it and hadn't finished it so when I read it, I had to jump between 2 drafts and I found this difficult. I asked if, in future she could bring I asked if, in future she could bring in drafts before consultations so that the consultant could read them first (FHP:6 : Para 13). Her handwriting is still difficult to read, but generally, it is a much better first draft than she's brought me in the past. Her writing shows much more confidence - although a huge problem is the absence of her own opinion and of

elaboration and support for her statements - which tended to be other peoples' (unacknowledged) ideas rather than her own. She still tends to make errors of concord and verge on verbosity at times. Seeing as her confidence is up, I warned her that I was now going to challenge her writing on a higher level as well - and she accepted this. I also decided not to edit her papers any more - as I have tended to do in the past. ...30/ No draft dropped off. Came in (late) and rescheduled {Para 87}.

³⁷⁸ [S] has not written for a couple of years. Finds 'critical writing' a bit of a shock to the system. Took ages to write this essay {FHP:10 : Para 12}. Scarred of consultation! ...Scarred of being accused of plagiarism. Told me that one can go to 'Plagiarism.com' and put essay through and it will tell if you've plagiarised!!! {Para 50}.

Otherwise a well-written draft, but not as smooth and flowing a read as the previous essays. Seemed almost a bit hesitant to take a stance, as if she did not feel she could speak authoritatively on the topic {FHP:16: Para 177}. I however felt that a greater problem was the lack of critical reflection in the essay {Para 204}.

³⁷⁹ Is really struggling to get ideas down. To identify salient points and struggling with language - putting into own words (I suggested mind mapping again - because it helps to attach oneself - different mode from the reading and therefore you personalise the ideas). Struggling with linking. Asked How many different peoples' quotes should an essay have? Using I in Lit review - how much? Active learning. Passive reader {FHP:17 : Para 58}.

³⁸⁰ She doesn't actually answer the question. [S] worries me - I'm not sure she's grasped the work. She takes stuff out of readings without understanding or seeing the relevance. She harps on every word/e.g./idea I speak and writes it all down without seeming to hear what I say - as if she's going to produce an essay from my statements - which, I'm afraid, wouldn't get her much as they are very rough. ...I'm concerned. I'm full this week. Essay is due on Friday. I've given her my home number just in case {FHP:20: Para 431}.

{FHP:19}: Doesn't want to see anybody else at this stage {Para 186}. Can she still see me occasionally - in amongst consulting others? - Yes, sure {Para 209}. 'We'll picket it you're taken away!', 'I need to come here to hear my stuff is ok.', 'What you gave at the beginning was really helpful - I've used it - e.g. just on subheadings - didn't know I could use them - it's revolutionized my writing. If you gave say a workshop on that at the beginning, it would help' {Para 243}. I'm a sounding board for [S]. She wants a lot of time with me but I wonder about the limits of this service {Para 343}. She doesn't need me - can take it on herself {Para 423}.

{FHP:20}: Should aim for a First! They have depended on me a lot and I think they need to do the rest themselves. [L] has also given them adequate feedback commentary {Para 280}. During the consultation, I established that [S] was very concerned that none of her readings had dealt with the situation in South Africa. And she didn't understand one of the readings. I directed her to some readings and a couple of local organisations that would certainly have information on the local situation. Actually one of the readings on the reading list was by the head of the Child Guidance clinic here. ([S] hadn't looked for it) {Para 322}. Perhaps [S] needs to become a bit more independent in her draft writing - seems to be slightly over-dependant on me?? ... I'm slightly concerned about her dependence on me - possibly due to a lack of confidence in her own abilities rather than a lack of effort on her part {Para 366}.

Wants to work together more on this draft (- that we worked with last week). Me: rather try and rewrite one section on own and bring in. - Needs to enskill self!!! Appointment for Friday - will go over 1 section together - probably background one. [S] needs to become more independent and I'm trying to encourage her to do this {FHP:8: Para 257}. 'Cathy this is driving me crazy! This relationship must end!' She is concerned about being a pain to me. I'm concerned about her dependence on me actually. Gave a pep talk. She's having difficulties - working on two different computers. Confusing self with different draft versions. I suggested she number them {Para 271}.

³⁸¹ She was obviously very stressed and in need of encouragement, so I made a point of complimenting her on the vast improvement in the body of the essay {FHP:2: Para 100}.

She brought in a (messy) draft of about 9 pages, hand-written, at 2.00 for a consultation at 2.30. When she arrived for the consultation I was only on page 2 and she seemed cross with me. ...She was really despondent with what I was saying and said that she just wanted it finished, but also that she was aiming for a cum laude because she wanted to do her Masters next year. This was apparently her 6th draft; {FHP:6 : Para 65}.

She is tired with this - I suggested she try to blitz it this weekend. May rework and bring it in early next week {FHP:8 : Para 229}.

Consultation also involved a fair amount of personal and teary discussion - Her husband was killed in an accident in '96. She's taken a year off to get her life together. (From Jo'burg). Feels quite isolated and lonely - no one to talk to. But has got a study group started - last week {FHP:18 : Para 30}.

Feeling guilty - 1 section of book with examples - take up space but not applied. No time to integrate it. 'This essay feels like a nightmare - swapped topic choices 3 times.' {FHP:19 : Para 203}. [S]'s writing is tired - bland; needs a break. ...Has been under incredible pressure this year - all assignments clumped together. Her writing is tired {Para 415}.

I gave her one example to stimulate her thinking (this was given back to me in her essay!). The student was panicking because the essay was due on 30/3 and she had thought it would be far easier than it was turning out to be {FHP:20 : Para 12}. They are having problems with [L] - feeling panicked and exhausted. They are inexperienced and under-prepared for research of this type. I think they really need a break - suggested a walk on the beach or the mountain {Para 171}.

[S] - in amongst her cell-phone calls - told me that she is concerned about her interviews section and the discussion on her findings {FHP:21 : Para 16}. She's feeling panicky - lots of family pressures - two young children and works in Paarl {Para 194}. [S] is very panicked and a guilt-ridden mother. - Don't I know about it! {Para 230}.

³⁸² [S] presented in a very fragile state. Said she's been through a 'thesis crisis'. Her whole thesis collapsed this weekend and so she is feeling depressed. Supervisor is [sup], ...a vibrant person apparently, but just says her ideas are great and gives her no guidance and she has now lost faith in him. Ran a focus group discussion with a group of female Hertzlia pupils on myths of dieting. Found in fact that they were well-informed as to what was healthy method of losing weight and what was not, although few of these pupils adhered to this knowledge in practice. [S] has consulted a number of different people around her research project and designed a questionnaire which she showed to [L] who utterly intimidated her with his questions relating to validity and reliability - which she had thought little of and knew little about how to address. She had also got massive and different ideas from each person she consulted and freaked out with all the conflicting advice. Has now discarded all and come up with her own idea (which sounds fine). She said originally she was given her research ideas by her supervisor and an ex-PhD student of his whom he had recommended that she consult. But these ideas made no sense to [S] and she now wants to OWN her research topic - i.e. for it to be her own idea. ...Big therapy session - many tears {FHP:19: Para 368}.

The dynamics of the group are now getting a bit itchy - hardly surprising - 2 wrote introductions of which 1 is good and the other not so good and there are awkward feelings as to what to do about this {FHP:20 : Para 227}.

I made a point of telling her this and congratulating her on it. She seemed more relaxed this time, now that the pressure of the thesis was over. As she left the Writing Centre she promised to let me know how she fared with both the thesis and this last essay {FHP:3 : Para 198 to 200}.

³⁸³ She had time to spare before the due date on 6 May, but was now very keen to hand in the report and end the agony. I could see that I would have to guard against her 'spoiling the ship for a ha'p'orth of tar', because of this eagerness to hand in the report early {FHP:2 : Para 316}.

Has a problem writing essays. - Gets readings together then gets stilted - can't translate information into essay. ... (Cross she hasn't heard of us before) ...on Argument from Design. - She's not interested in this - just wants the credit {FHP:1: Para 9}.

Other essay: said she found my advice useful yesterday but it did send her into a tizz. Decided to do a limited reworking of it and hand in because basically she is happy with it. - Asked - how do I feel about that? Fine! Shoooo!! {FHP:10 : Para 161}.

The abstract was short, but I was disappointed that the draft showed, on this micro scale, the same writing problems as had been identified in my very first consultation with her. Evidently she had not succeeded in transferring to this new task what I had told her while she was writing her thesis. There were signs of undue haste in writing this abstract; I felt sure that she could have done better if she had taken time to reflect on what she was writing. When she came for the consultation she explained that the seminar was scheduled for the next day, so this haste was hardly surprising. She told me that she was working under a great deal of pressure, as the large amount of time devoted to her thesis had resulted in a backlog of coursework. ... So I suppose she could be forgiven this lapse into her old writing errors {FHP:13 : Para 64}.

When I saw it, I realised there was very little extra work she'd put into this section - her Interviews, {FHP:21 : Para 147}. PHEW!!! - But pleased she'll manage to get it in! July: Phoned to tell me she passed - with an overall mark of 68% but only got 58% for her report. She says she thinks it was a case of who her marker is. Pleased it's all over {Para 320}.

³⁸⁴ [FHP:11] : S came in depressed with suspected dyslexia problems, [S] has been sent all over the place looking for someone to help her. She is getting into trouble with her writing. She has a problem with spelling and slight grammatical errors. She also says she is a very slow reader. It doesn't help to use a spellcheck because when it throws up words, she can't tell which is right and which is wrong. She can't pick anything up with self-editing. She's lived with it up to now but she's started feeling miserable - her supervisor has said she has to do something about it and her boyfriend is teasing her. ... - errors such as 'different' instead of 'difference'. Told me she sometimes mixes numerals around (although she's always got A's for maths). Can show directions with her hands but not spoken at the same time. Also sounds as if it runs in her family. It does sound like slight dyslexia - or some kind of mild brain dysfunction. ... She said she would feel better if she had a label to attach to it. I think it would be a comfort {Para 13}. S feels it would be better to have a label for her problem - C confirmed diagnosis after some tests; S relieved, [S] is delighted to have a name and a recognised cause for her problems. She was beginning to despair {Para 58}. Pleased to get some exercises to try and remedy. New C (in her field) works with her on her writing and S feels able to proceed {Para 97 and 122}.

³⁸⁵ [FHP:15]: S very tearful - experiences staff as hostile, delays in feedback, no practice at writing. C counsels, A short discussion of her topic led her to break down in tears, as her supervisor had still not returned her proposal, which she had submitted to him in November 1993. Various other stresses related to her problems with architecture staff were also mentioned 'the academics aren't interested in helping us learn -- we just have to produce' were raised. As a result, this session resembled a counselling session more than a formal consultation. ... I just let her talk all her frustrations out. It seemed appalling to me that there would have been such a delay in her receiving feedback from her supervisor. In addition she talked about the minimal practice which [students from this department] get in approaching writing tests -- this is clearly apparent from her work, although it shows a high level of theoretical sophistication {Para 12}. S more positive on next visit, She had found this session very constructive, and was in a far more positive frame of mind than she had been during the previous consultation {Para 39}. Then upset because supervisor lost her draft and changed his mind on her proposal. C horrified at supervisor's negligence: She was upset at this stage because he had asked her to reprint the draft for him, having lost the original copy. However, she was even more upset after having spoken to him. He appeared to have changed his mind subsequent to giving her proposal his go-ahead at some point in November of the previous year, and suggested that she should redefine her proposal and focus on feminist issues only. ... His suggestion that she should redefine her topic had left her frantic, thinking that she might be able to get some assistance from feminist academics in other disciplines in time to make the deadline. I was horrified that this kind of negligence on the part of the supervisor had happened, and mentioned the possibility to her of speaking to the Director of the School, or to the Dean. At first she was extremely hesitant to do this, as she felt that she would be victimised for speaking out against authority, but she eventually realised that her rights as a student had been seriously infringed, and decided to take the issue forward. I was personally extremely upset that there was nothing that I could do to help her in this situation. I think it is crucial that the Writing Centre be empowered to take some kind of action when we find out about such gross negligence on the part of academics {Para 76}. Ss writing wavers according to discourse, It was interesting to note that the uneven quality of her writing was directly related to the particular discourse she employed. When she wrote a more straightforward, ... history, the coherence and clarity of her writing were not seriously affected. However, when she attempted to switch to a (for her) less familiar theoretical and analytical discourse, the quality of her writing often deteriorated {Para 86}. S achieves good mark - but C wonders; She eventually received 80% for this essay, a good reflection, I thought, of the work and thought that had gone into the project, although the mark may also in some ways have been an attempt to placate her {ibid.}.

³⁸⁶ She hoped to submit the paper to SA Med. J. through one of the contacts she had made in the course of her pilot survey. She asked me to be a co-author but I declined with thanks, as I can hardly regard myself as either a psychologist or an expert on AIDS!! However, I appreciated the kind thought. Our dinner date to celebrate [S's] success was set for Friday 6 August {FHP:12 : Para 77}. She was elated, and profuse in her thanks for my assistance {FHP:2 : Para 369}.

This was her final assignment for the year, and she thanked me for my help, which she thought had made a difference to the way she would approach her writing in the future {FHP:8 : Para 68}.

I was so pleased that this piece of writing had eventually developed so well, after such a disastrous start. She should achieve a good mark for this assignment. She thanked me profusely for all my help in this first semester and told me that I would see her often while she was writing her Technical Report during the second semester. She has definitely come to view writing as a process requiring stage-by stage development - a very happy outcome of our sustained interaction this semester {FHP:9 : Para 157}.

She then felt confident enough to produce the final version of the thesis without further intervention from me. She was very grateful for my assistance and promised to let me know how she had fared with the thesis, when the results were announced in November {FHP:13 : Para 52}.

She mentioned that the consultation was helpful, particularly since the changes we came up with were small but significantly improved the literature review {FHP:16: Para 218}.

She's very happy at my feedback!!! {FHP:17: Para 129}.

She found it a very difficult task writing this essay. - Glad she's re-done it - but was a nightmare. (I wouldn't have liked to have had to do it!) - She has found tho' that it relates to the new section in her course - on Educational reform - nice reward! Says the journalling exercise has been a great help for her - for focus, destressing and therapy! Will use Rob while I'm away - for journalling and essays {FHP:18 : Para 172}. I think that Cathy has done a great job in helping this student during their sustained interaction this semester. ... During this consultation, which was a lengthy one as she wanted to talk and unburden herself about her work and other pressures (so I went into my St Luke's 'good listener' mode), it was evident to me that she still has emotional problems in the wake of her husband's death. It seems that the estate has been wound up but the legal repercussions of the accident (MVA claim etc.) are dragging on and this is proving to be a traumatic experience for her. She is, however, enjoying this course, despite all the hard work attached to it. Possibly it is good for her not to have too much time to dwell on her troubles. She has greatly appreciated the journalling exercise, which has proved beneficial emotionally as well as in crystallising her ideas about her research question etc. She intends to continue journalling, with or without a respondent {Para 234}.

³⁸⁷ She was very pleased with the way this essay had developed, and said that she would consult me again when writing her Technical Report during the first semester of 1996. She subsequently left a 'Thank you' card (in file) and gift for me at my home; I was very touched {FHP:2 : Para 169}. She was delighted because she had achieved a mark of 73%, her highest to date, for this essay {Para 187}.

Research essay came together so easily - feels very pleased with it. ... Developmental: I read through the essay here - has been working on this for ages; slow to come together {FHP:10 : Para 196}.

Feels she is getting a bit more discursive. Nice flow - Yeay! ... Try integrating case of Jane into your theoretical discussion now - if you feel confident {FHP:17 : Para 122}.

Nice that she's enjoying the course - this does show in her writing - now has more 'bounce'! {FHP:20 : Para 486}.

She says she's even starting to talk like this now! {FHP:21 : Para 318}.

³⁸⁸ [MHP:1], a conscientious, part-time student and full-time worker, struggled to adopt a voice in his writing; not for lack of his own ideas, but for fear of accusations of academic crime. Although his own ideas were expressed in his writing, rather than giving himself credit for them, he had attributed his ideas to others, feeling he had to find someone else who had thought of them otherwise he may be accused of plagiarism. When this student felt he could talk directly in own voice, as in a case study or test situation, his writing flowed much more – otherwise it read in a very jolted manner. *The second section, his Case Study, was very different - it flowed well, containing a good introduction, explanation/story and conclusion - I think mainly because [S] wasn't stunted by the perceived need to talk through others* {Para 156}. *He'd also done well in his test - I'm sure it also had more flow and wasn't jolted by having to mention other authors all the time* {Para 170}. S seemed stunted in his writing, feeling that he must talk with other voices, not his own. C regularly dealt with this issue in reading S's drafts and she noted that with each new chapter of his first major research report, there were always the same patterns, although she observed that S was making an effort to change these habits, and his writing was gradually improving. *Although the same old issues were dealt with, I noted an improvement in [S's] writing - there's definitely an attempt to change his habits* {Para 175}. At first, S worked closely with C, bringing his drafts for her to read beforehand and having C explaining her responses to his writing. Gradually his writing improved – with the issues persisting, but diminishing and in their meetings, C merely needed to point out issues rather than explain them anymore. Consequently, although C was still being expected to read the drafts, the consultations became shorter. *Although many of the issues dealt with are, as far as I remember, the same old ones, I noticed a vast improvement in his writing. There were some very well written parts - well explained issues, good and interesting discussions. Our consultation was fairly brief because he recognised most of the things I pointed out. At this stage, I felt it was very easy for me to fall into editor mode* {Para 224}. By the end of his first major report, S seemed able to cope independently of C, with his writing having developed very impressively. However, when he returned with beginning drafts of his next report, it seemed that he had regressed in his writing. This new task and different genre brought in a flood of his old issues – especially around incorporating his own voice in his writing. *This section was way below the level he seemed to have reached in the previous section. I spent nearly two hours on about 10 pages of his draft. There were many problems - similar to previous ones - but also due to the fact that he wasn't clear on what a write-up of this sort required* {Para 259}. In fact, his writing did improve more rapidly through this assignment (and he won the class medal for the year). He returned at the beginning of his Masters degree a year or so later with evidence of a similar lapse in his writing – this time realizing it and feeling he could remedy it himself.

It is difficult to establish the impact of the Writing Centre's intervention with [MHP:3], a part-time student and full-time worker, who came across as somewhat impatient in his writing and his learning experience, and at times there were tentative clashes with consultants in the Writing Centre, due to his behaviour. He had an irritating style of address in his writing, {Para 37} which C tried to point out to him in his first consultation. He then came in again, feeling desperate and under pressure. *one fifth of the way through course. Felt like giving up this weekend* {Para 57}. Alongside discussions with C, he persevered and did acknowledge her help in his final draft. *Draft (with sweet acknowledgement to me!)* {Para 80}. But through his next assignment, C again became irked with S's habits, and impatient herself in her draft readings. *Also - I am all for recycling paper - however, I can't be left out to work out which page is part of essay and which is not!* {Para 98}. S was impatient as well. *I ran through my comments then he said he didn't want to work too much on it - so what should he do before handing in tomorrow* {Para 141}. In the end, he expressed gratitude. *'Thanks for the kick in the butt at the beginning - when I was ready to give up!'* {Para 154}. (It should be mentioned that he also had a discomfiting manner towards this consultant in the consultations and she asked a colleague to take over eventually – at which point, he stopped coming in).

[MHP:4] was another part-time student and full-time worker, whose studies were regularly interrupted by his work commitments – being sent out of town for stretches of time and raising concerns for him in C. He was always under time pressure and C was concerned at the first consultation, after discussing pressing issues in his draft – most especially related to his tendency to resort to long passages of direct quotation rather than try to condense ideas into his own words. She urged him to consult before handing in. *The essay was due on Monday, 28 August, and he planned to revise the draft during the preceding weekend. This left little time for another consultation, but I felt that this was imperative, owing to the serious misgivings I had about his ability to express his points without resorting to direct quotation. As the essay had to be handed in only by midnight on the due date, I suggested that he see me again during the morning of that day and we made an appointment to discuss the revised draft then. He promised to fax it to me beforehand, so that I could scrutinise it prior to the consultation* {Para 24}. Later, he did reveal that he had multiple stressors, C was encouraging, pointing out the progress that he had made in his writing, and S was grateful. *At the end of the consultation he told me that he had been under great stress that weekend, as his wife had been rushed to hospital for an emergency appendectomy - this on top of the strain of coping with the revision of the essay, plus an exam that the class had written on the Saturday morning. I tried to cheer him up by encouraging him on the progress he had shown during the development of this essay. He was very grateful and intends to return to consult me on the subsequent essays this semester and the technical report to be written in 1996* {Para 35}. His work pressure continued – affecting his time management in his assignments. *He was running rather late, owing to his job commitments, which required him to undertake much travelling around the country, so that often he could not even devote evenings and weekends to his own work on his project. Thus, time management was also an important issue here* {Para 46}. Sometimes he was spurred on by the fact that C had comments to make, *When he learned that I had comments to make on the existing draft, which might help him in writing the final version, it was decided that he would keep this appointment in order to discuss the issues I had raised. Therefore, he did come to the Writing Centre as planned, and I was able to return the draft to him, with my comments and a summary of the main problems that he should guard against in his writing. He accepted the criticism in this spirit* {Para 70} and grateful to C. {Para 94}. C also picked out that he was behind the times in his knowledge of the area in which he was researching – a fact that had not been picked up by his supervisor either. {Para 106}. S was also held back by a UCT bureaucratic delay, *Unfortunately there had been further delay in circulating the questionnaire, as he still did not have the necessary letter of permission from the University* {Para 118} and then by work relocation. *Nearly a year had passed by the time he eventually reappeared; he had been posted to Gauteng ...for the first 8 months of 1997 and therefore had not been able to proceed with his research* {Para 132}. His writing gradually showed promise, but there was a slow return on his questionnaires. *So I felt that on the whole the first part of the T.R (now 56 pages long) was shaping up quite well. ...Unfortunately responses to his questionnaires were coming in very slowly and he did not yet have nearly enough to permit analysis of the data. He hoped to speed this up* {Para 159}. S eventually became despondent at the lack of return on questionnaires, {Para 171} and further work pressure. *Sadly, he reported that progress in the acquisition of data from his questionnaires had remained slow, so that he could not yet embark on the presentation of these research results. He was due to return to work the following week and therefore did not make another appointment after this consultation, as he did not know when he would have further sections for me to read. He hoped to do so as soon as possible, but as I write this report (3 weeks later) I have not heard from him again. I hope that he is not doomed to yet another lengthy delay* {Para 182}. Eventually he did not return to the Writing Centre and it is unlikely that he graduated.

[MHP:2] was a non-South African, residing in Cape Town for the duration of his Ph.D. dissertation. He was very demanding of time and input from his consultant, seeing her thirty-six times over sixteen months – usually with large chunks of reading for her to do beforehand. (She averaged two hours of reading in preparation for each consultation). He used to come in knowing what he wanted help with. – for example, a part of his draft which he regarded as most important and over which he was anxious – C felt unduly so, because it was very well written. *I felt that his anxiety was not justified, as this was by far the best written of all the chapters of his thesis that I had seen so far* {Para 71}. C's compliments did not seem to appease S's anxiety over this obviously well-worked piece – it seemed that S needed affirmation for his ideas – perhaps more so

than his writing. S was insistent on a regular slot with C, C fitted him in after hours, being pressured with other work. {ibid.}. Sometimes consultations were easy and at other times exhausting for C, {Para 96}. *After that easy interlude, the chapter I read for his next consultation again required a great deal of input from me. ...This chapter on the necessity for the development of an essential equipment list was definitely the worst I'd had from him {Para 108}. The first draft of Chapter 11, which was concerned with the role of clinical engineers in the hospital environment, was definitely the worst piece of writing I'd had from him; it had obviously been written in haste, while he was tired, and he had not given it sufficient thought beforehand {Para 235}. He had lapsed into his repetitive style and the introduction was weak and unfocused as a result. I therefore helped him to condense and sharpen this introductory section of the chapter {Para 263}. The following consultation was an unusually (for him) short consultation, as the additional material that had been inserted, mainly into Chapter 11 and the concluding chapter, was largely satisfactory {Para 286} and S was very tired at the next: I realised that he was working under pressure but had to tell him that he must exercise more care in producing the final draft of the thesis, as careless mistakes would detract from its value and possibly annoy the examiner {Para 331} and sometimes S's writing was clear and lucid and other times of very poor quality. {Para 119}, I felt that he had tried to write this chapter too quickly, without giving it much thought. After a fairly lengthy discussion, in which I stressed the importance of a good introduction to a thesis, he realised this and decided to 'go back to the drawing board' in rewriting the chapter {Para 130}. S also became desperate for input from his supervisor on his drafts, keen to rework them with the incorporation of his consultant's and his supervisor's comments. {Para 143}. Through this time, however, S was affirmed with a couple of papers, based on chapters from his thesis, being accepted for Journal publication, and he was keen to reach the challenges in criticisms of previous drafts of these. {Para 208}. He had also been nervous of acceptable conventions regarding publishing parts of thesis and was relieved at C's assurances of their credit-worthiness. *The existence of this manuscript also confirmed my suspicion (see same record) that this part of the work had already been written up for some other purpose. He had been rather secretive about this, possibly because he thought it might prejudice his thesis. I made a point of telling him that prior publication of part of the research was permissible, but should be acknowledged in the thesis. He looked very relieved and I wondered what else he had 'up his sleeve' {Para 219}. S would become depressed by but was accepting of C's critiques. He looked a bit depressed at the end of this admonition from me, but said that he had realised that the chapter 'wasn't working' as he had written it. Fortunately, there was also some good news to cheer him up {ibid.}. He did at times expect outrageously of C and C became exhausted trying to comply (perhaps also outrageously). The amount of reading I was expected to do before his next consultation was very daunting, as it consisted of the entire thesis manuscript. ...At this stage I felt it was essential to try to wade through the thesis virtually in one sitting, as this would be the best way to check on flow, repetition etc. It was a very exhausting operation, and I found myself hoping that this would be the end of the road as far as I was concerned. I found the flow satisfactory and the new material for the most part well integrated and adding some value to the thesis {Para 342}. At one stage, though, she felt she needed a break – feeling the draft reading needed fresh eyes. S had already organised this! I was by now really hoping that I had reached the end of my role as a consultant on this thesis. At this consultation I advised him to get someone else to look at it with a fresh mind, as by now I had read it so many times that I feared that I was going into automatic pilot and might be missing areas where further improvement was possible {Para 357}. However, he still expected C to look over his other reader's comments. I was pleased to hear this, but it seemed that I just couldn't extricate myself. He produced a printout of her comments on the chapter and asked me to 'consider' these before his 'regular' Monday appointment on 23 November {ibid.}. (Fresh eyes did prove useful She had also picked up some repetition of points from one chapter to another, that I had missed when I went into 'automatic pilot' mode on my previous reading of the thesis draft {Para 382}). In fact, at times, S had a real cheek. Once again he tried to push me into reading more than I'd agreed to do before his consultation the following day. When I arrived in the morning I found yet another large envelope awaiting me in the post-box; this contained the journalist's comments on Chapters 7 and 9, as well as Chapter 13 (which I had already been through at the start of the current exercise on 20 November) {Para 394}. Eventually, feeling very tired, and that S was over-dependent on her, C pointed this out and S accepted it. (There had been a lack of input from his supervisor). I told him that if I was now expected to check the entire thesis again after every little correction, this could go on indefinitely. He seemed to take this point; he was, after all, anxious to finish and submit the thesis. I felt that he was depending too much on me to do what his supervisor should be doing; there had been no further input from that source, as his supervisor was absent on sick leave {ibid.}. S took a break and came back refreshed and very grateful. He seized upon this piece of rationalisation with great enthusiasm; he had been trying to think up a good reason for dividing into 2 volumes. He hoped to finish all the corrections during the ensuing weekend and have the thesis finally bound for submission in a week or so. He thanked me effusively for my help and promised to keep me informed on the fate of the thesis {Para 435}. Finally, his Ph.D. was celebrated. Postscript: On 7 December I had the pleasure of sitting on the platform in Jameson Hall when [S] received his doctorate. It was a proud and happy moment for all involved {Para 450}.**

³⁸⁹ She is very nervous because she doesn't come from an academic background {FSP:3: Para 38}. Daunting because never done anything like this before {Para 96}.

When she consulted me she was very anxious about the prospect of writing her thesis. Her immediate worry was that she had a plethora of data and had no idea how to present it in the thesis {FSP:4: Para 23}.

I showed her how to mind-map. Talked about how own voice connects with readings. Discovered a difference in view of the reasons for writing a thesis - I told her it was to teach her reader something - to explain/share with her reader, to keep them in hand - with her as the expert {FSP:5: Para 189}.

She said she had left it to give me an idea of her writing - it was not for marks, just an exercise. She is especially concerned because she is Afrikaans speaking. Has studied through UNISA and there they never wrote essays - just paragraphs in Afrikaans {FSP:15: Para 13}.

It's so different - I don't know if I'll cope {FSP:1: Para 28}. Also confused by own concept of theory - thinks it's general ideas she has (without backing) {Para 129}. [S] has failed her last few essays and is concerned. She feels that she lacks general essay-writing skills, since at Unisa (where she completed her undergraduate degree) psychology students were not expected to produce essay-type answers {Para 148}. A difficult case - she speaks well and clearly, but her writing is of poor quality {Para 154}.

³⁹⁰ She said she is worried about the concepts of introductions and conclusions, and that of an 'argument' - which she finds highly intimidating {FSP:15: Para 20}

Unfortunately, she came in 1 1/2 hours late. She broke down in tears when I got down to how little she understood in the course and how much she struggled with the readings. I suggested that we work together very closely - looking at her readings together, working on her note-taking and drafting {FSP:21: Para 102}.

Draft of PhD proposal. Having difficulties understanding [sup's] comments on it to her - she's afraid of [sup] {FSP:5: Para 533}.

³⁹¹ Hasn't decided on a topic. Wants me to tell her what to do first. - I suggested she decide on a topic so we have something to work with - hands-on! Actually does have some ideas for a dissertation - doesn't want me to see her draft yet {FSP:10: Para 15}. Not ready to talk yet. Wants to expand on question - no draft available. Struggling with ensuring income of information {Para 39}.

I indicated places where [S's] own voice might come through more clearly, and tried to get her to articulate a thesis - difficult {FSP:1: Para 184}.

[sup] says it's improving. [S] feels afraid of trusting the praise that has come her way! {FSP:5: Para 401}.

I was interested to see that she was attempting a journal article at this stage and hoped that it would be accepted, as this would boost her somewhat fragile confidence {FSP:7: Para 103}.

³⁹² PANICKED - feels she can't write - difficult here because of her lateness and our time constraints {FSP:1: Para 111}.

She seemed to have a bad case of nerves over her thesis, ...She seemed happier at the end of the consultation {FSP:4: Para 23}.

I was concerned to find that there was little I could do to help her this time, as she was running very late and had written only a short section of the essay, which was due the following day. ...This setback after the improvement she had been showing was disappointing, but I felt that it was largely due to the state of panic in which she was writing this essay. I hoped that my words of encouragement would prove effective in calming her {FSP:2: Para 87}.

[S] feels in as crisis situation because has been registered for 6 months and proposal isn't formalized {FSP:5: Para 562}.

³⁹³ However, when I asked her about this she replied that she was 'still waiting for his feedback on this chapter'. She added that every time she asked him about it he 'just told her to go to the Writing Centre'. I felt rather annoyed about this as it seemed to me that he was abdicating his responsibility as supervisor and taking advantage of the fact that I was able to comment on the content of the thesis as well as the writing per se {FSP:8: Para 187}.

I had to challenge quite a lot on why she asked the questions. It frustrates me because they should have been worked on and had guidance much earlier on {FSP:5: Para 86}. Talk to [sup]. - Difficult because he just says 'Fix this - go and do it.' - Not show her how and [S] is too afraid to ask {Para 246}. [sup] not around. She says she wants a second supervisor but fears it's too late to ask {Para 355}. I wish [sup] could see this! - and help out - apparently he'll be back next week. I suggested she put together a list of questions for [sup]. - as a check list - and to check my suggestions against. I'm worried about giving her advice contrary to his designs {Para 378}. [sup] wants a full draft before he reads it! {Para 478}. I advised her to keep bugging [sup]. She says that she sits waiting in his office every day! He said she must give him a full draft. I suggested she do this with what she has and we carry on working on it. She said that she gave him one in November and it came back clean! {Para 510}. He suggested she convert to a PhD! And said she and I must work on a proposal! {Para 521}.

She was very grateful for all my suggestions, as she was in such a nervous state that she was not capable of thinking for herself. I felt very angry about her supervisor's delaying tactics, especially as he was aware of her financial problems {FSP:12: Para 926}.

I don't really feel there's much help I can give here. Supervisor would be better - due to alien content to me. I don't want to edit this {FSP:23: Para 104}.

³⁹⁴ She told Ina on Monday that I was going to correct it for her so she can hand in on Monday! This worries me! {FSP:5: Para 36}.

She was very keen just to take her 'marked draft' and go. I persuaded her to stay for a discussion on her essay {FSP:7: Para 27}.

I somehow sensed an air of nonchalance about the issue because firstly, she was eating an apple while I was talking, and secondly, she seemed more willing to end the session than to improve on her essay. ...I almost think she expected me to edit the essay by picking out and fixing her 'plagiarised' errors during the session. ...I was not happy with her attitude towards this consultation. She showed up to hours late for our scheduled meeting and as a result, she missed me. Shirley mentioned that [S] staged a sit-in after being told that I had left. She showed little interest in the comments that I made on her draft, and was more interested in getting help with her next project which she merely dumped onto me right there and then {FSP:16: Para 15}.

It is obvious that she is not interested in any lengthy discussions on her paper, and just wants editorial work, ...We struggled on for a while, and she finally departed when it became obvious that I would not re-do the essay for her {FSP:17: Para 13}.

I think this is a very problematic draft. I wrote comments in detail on her draft till about half way through. I feel she is coming in late and expecting me to fix everything up for her. She must now do some work - in fact, she seemed upset when I told her that she needed to work through the rest herself {FSP:19: Para 102}. I feel quite concerned about how [S] wants to use me. This feels like a last minute thing. She has sent her friend with a 26 page draft and seemed to intend just to pick it up with my corrections. I told her (over the phone) that I felt we needed to discuss her drafts and explained once again how I liked to work with students. She agreed to come in at 8.30 before work today - actually came in very early for it {Para 143}. [S] is a part-time student and runs a demanding life. There is not much time to sit down and work together which I'd like to do - I don't want to be an editor - she must do some of the work. She is capable. She needs to pick out for herself what is relevant to the topic - I can't sift through it all for her - it took me 1 hour to go through 7 pages! I decided to point out difficulties in a couple of sections and leave her to do others {Para 160}.

Initial discussion - came for support - help before approaching 'promoter' {FSP:10: Para 12}. -Left draft and lots of index cards with notes - I'm not going through those. Long draft - don't give me so much (- I can't cope!) ... Feels like she's going into this thesis blind {Para 25}.

³⁹⁵ She was pleased by the rest of my suggestions for improvement and stated her intention of consulting me again, about her next essay, which would be due shortly. She had attended the workshop run for the Social Work Honours students by Suellen and Jocelyn, which had filled her with enthusiasm for improving her writing skills {FSP:14: Para 14}. This was the last essay that she had to write before the exams. She said that she felt that her consultations had been helpful, and her approach to the essay questions in the exams could well profit from the advice she had been given {Para 44}.

[FSP:17] came with specific expectations (wanting editing and no discussion), which C would not fulfil. S left disgruntled but returned a month later and persisted with a new C who agreed to help her in her final stages of thesis writing {Para 58}. C was tired and pressured with more than one difficult thesis to deal with at this stage, yet worked through a whole night on the 90 page draft. S was, in fact very pleased with the advice she got and felt able to redraft and submit on the basis of Cs suggestions {Para 73}. She was delighted with all my advice, and said that she thought that she would be able to revise the draft on this basis and submit the thesis before going home (to Lesotho) for the Christmas holidays {Para 73}.

She is feeling very pleased because she passed the History assignment that Antoinette helped her with {FSP:21: Para 132}.

[S] feels she's learnt a lot!! And wants to learn how to do it right {FSP:1: Para 111}.

she subsequently came in specially to tell me that she had received favourable comment from the lecturer, especially on the structuring of the work. She was delighted about this and is now a committed 'fan' of the Writing Centre {FSP:2: Para 44}. It is really exciting to watch her development as a writer; she has improved so rapidly and is very keen to improve further....gave me a charming 'thank you' card; I was very touched {Para 73}.

[S] contacted me to say that she won a scholarship as a result of her paper and will be wanting to work with me again soon! She is delighted - great news! ...Off and away - excited {FSP:3: Para 163}.

[sup] has seen part of her new draft and said it was much improved. She said to me 'This encounter has been a very fruitful one. I'm so happy' {FSP:5: Para 145}. She was quite enthusiastic about this idea and left the Writing Centre looking much happier than she had when she arrived {Para 308}.

She was delighted with the improvement in her draft due to all this revision, and seems likely to remember what she has learned {FSP:6: Para 13}.

She was very grateful and said that she just wishes she had known about the Writing Centre at the beginning of the year {FSP:9: Para 102}.

She was well pleased with my advice and said that she would be returning to the Writing Centre with future assignments {FSP:13: Para 22}.

³⁹⁶ [FSP:11] presented in a desperate state just before hand-in of a major project, C did not want to take her on but felt sorry for S, {Para 12}. C became frustrated with the difficulties of getting through to S, who did not appear to have a clear idea of her project, {Para 84}, and possibly confused by her supervisor's suggestion for readings which may have been done to try to widen her scope, however, some development became apparent in her writing; Generally much improved - more flow and purpose to writing {Para 94}. But also evident was her narrow range of knowledge; [S] thought that The Cape Times was issued on a monthly basis! {Para 150}. There was a lot of work involved for both C and S. On a

following visit, S insisted on new C - due, it seems, to her reputation - whom she caught on a tired day - bringing in a thick draft for C to read overnight in preparation for the consultation {Para 164}. C was appalled at the bad organisation of the thesis and by the conceptual problems evident therein; *she seemed to have no idea of the proper format, which made me wonder whether she had ever been given any guidelines...Normally I would have considered this just another issue of organisation. However, I was shocked to find discrepancies in several instances between her interpretation of the data in a table and the actual trends that were evident to me from inspection of the data. It seemed to me that she did not really understand some of these statistical data, which were not, in fact, gathered by her own research efforts but were a collation of those of others as they appeared in the literature. This may well be the underlying cause of this student's ongoing difficulties: the project seems to have been designed as a literature review more than a research project in the field, and the truth of the matter is that she does not entirely understand the pertinent literature* {Para 179}. S appeared to appreciate Cs help and realized that she would not be able to finish it by the end of the year which she had hoped to do {Para 191}. At the beginning of the following year, C received a call from Ss despairing supervisor, *She seemed very surprised to learn that [S] had already visited us several times. She said that she was trying to convey to [S] what her expectations were but she doubted whether she was understanding much of this. We decided on a 3-way consultation, with both [sup] and myself meeting with [S] in [sup's] office* {Para 205}. Supervisor and C shared concerns and at the meeting in fact C 'mediated' between the supervisor and the student - explaining to the S what the supervisor was saying, as S did not understand her. Supervisor was not optimistic on S passing but agreed to try with C. C put a huge amount of effort and time into mediating texts for S and helping her in her writing {Para 264}, feeling desperate herself when S wanted to submit in the near future and concerned because S did not seem to realize the amount of work she still had to do on her thesis, {Para 267}. Development seemed to be minimal and S became more anxious to submit, C held her back; *She was not as disposed to linger in the Writing Centre as she had been during her previous 2 consultations, as she was anxious to return to the computer to get on with her revised version. However, I insisted on her hearing me out, as I felt that it was important to try to make her understand, in view of her conceptual difficulties ...She then went off to work on revising the thesis. She planned to bring the revised version to me by the end of the next day (Friday) so that I could look at it during the weekend. She was most anxious that I should do so before [sup] saw it again* {Para 311}. C (over)worked on it, still, there was little improvement; *I believed (as she obviously did) that this was virtually a final draft and all I'd have to do would be to look through it and check language etc. before she gave it to [sup]. How wrong can one be! I spent 8 hours during the weekend battling to make sense of this draft, which was, disappointingly, not much of an improvement on its predecessors, especially with regard to cohesion and coherence* {Para 327}, - all due to remaining conceptual difficulties; *Errors as ludicrous as reporting the number of participants as 16.5 do not inspire confidence that the writer knows what she is writing about!!* {Para 327}. C did note some areas of improvement, however - *So it was not all doom and gloom, although I must admit that I did feel depressed because of all the feedback it was necessary to give on this, the third draft of the thesis. I found myself sharing [sup's] concern that [S] did not really understand much of the feedback she was being given as the thesis developed. ...This time I really pinned her down at the consultation and made her stay to listen carefully to what I was telling her* {ibid.}. C urged S to work through carefully and not let her haste to finish distract her. An older student, who had also been consulting C, then came to aid as a mentor: *Happily, I found an ally in [other S], who dropped in for a social visit just after this marathon consultation. As she was working in the same computer lab as [S], and had been introduced to her by [sup], she was very willing to assume a mentoring role and try to help her to make the necessary changes as I had directed. So my hopes were raised that perhaps the next draft would show significant improvement* {ibid.}. S worked hard and her efforts resulted in a greatly improved draft - C felt a major breakthrough had been made {Para 358}. However, the celebratory air was short-lived, at the next three-way meeting, supervisor noted improvement, but picked on issues which, in her opinion, were still in need of work. C was concerned about the Supervisor's fussiness, and asked for clarification causing the supervisor to rethink, but [sup] also gave a knock to Ss ego - ill-timed, harsh and insensitive; *Finally she said to [S] that she would pass the thesis as it stood now; however, she was not so sure about the external examiner. She then took the wind out of [S]'s sails completely by telling her that, while she might well pass Honours, she must not consider going on to Master's, as this would definitely be beyond her capabilities....She then suggested that [S] go through all her feedback on her own and return to her if there was anything she did not understand. It was plain to me that she did not understand most of it, so I offered to go through it with her in the Writing Centre* {Para 376}. C comes to Ss aid again as mediator of supervisors feedback. S was naturally extremely upset at her supervisor's comments, and this affected her comprehension of C's explanations - which took a two-hour session after her supervisor had left {Para 392}. The next consultation revealed a backslide in Ss writing: *I hoped that this would turn out to be the final draft. However, this hope was not realised, as in many respects this draft was worse than its predecessors* {Para 419}. There was massive input (again) from C, {Para 430}. Then, at last, the thesis writing had improved enough to submit {Para 430} and in the final consultation, C calmed a very nervous S before handing in her draft: *My main concern during this 'walk in' consultation was to calm her down and reassure her that this final version of her thesis was really looking good. She was understandably nervous after all the negative reaction she had experienced during the development of the thesis* {Para 440}.

³⁹⁷ [FSP:24] was very keen to improve her writing with C's help - she had been accepted conditionally into the Masters course. *She wants to continue with a Masters because she feels her education is incomplete without it. ...Is very keen to consult with me on a regular basis and wants to start as soon as possible* {Para 14}. C enjoyed meeting her, *She's a really nice person and I look forward to working closely with her* {Para 33}, and found she was not lacking in research abilities - *merely needed help in her writing skills which C and S worked on together. Nice, interesting stuff* {Para 109}, *This is a start - needs shaping - but that's fine* {Para 122}. Unfortunately, she did not always pitch for consultations. Her supervisor was, however, concerned, and asked for C's advice. C felt there was much potential as S was very able in her research capacity and if she attended regularly, C felt sure they could improve S's writing. *After a couple of re-schedules, I spoke briefly to her. I also got a call from [sup] who is very concerned about her and doesn't know what to do. He asked me if I thought she should be kept on provisionally and for how long. He agreed with me when I said that I thought she had a lot of potential and was obviously good at actual research - just struggling to write it up and needed lots of help - which has been difficult with [S] constantly rescheduling or not pitching. He said DAG was very pleased with her research abilities. I think she should be kept on and told [sup] that if she pitched regularly, I would be very prepared to work with her. The possibility was raised of the 3 of us meeting together at intervals as well. We'll liase anyway* {Para 143}. When S did come to consultations, she seemed to enjoy sharing ideas, *I talked to her about information she could use from Environmental psychology - on space usage, etc. because she is struggling with literature on space utilisation. She got excited with some of my examples - like homes facing the streets - versus- backing onto the streets - and how this affected socialisation of community members* {Para 172}, and gain confidence through them, *Her content is good and her structure is much improved. She's feeling better. ...I really enjoy working with [S]* {Para 199}, taking initiative and improving gradually, *It is nice to notice that she is attempting to organise her chapters and to improve her tenses* {Para 243}, *Introduction is great ...Some nice material here. Really interesting and well-organised. She has enjoyed doing this - did struggle to get readings - but had looked under Social Psychology rather than Environmental Psychology* {Para 274}, *Great material here - I'm so glad she decided to include this* {Para 293} - getting encouragement from C in her development, as well as acknowledgement from her supervisor. *[sup] is pleased apparently, but said she needs more Literature ...She is looking happy and trying hard. I really hope she can make this a Masters Thesis!* {Para 295}. C wondered, at one point, if, in fact, she was still needed as she found that she was tending to merely edit in her readings of S's drafts - which implied that there was not much else to do in terms of S's writing abilities. {Para 321}. S was taking most of the responsibility for her work, *She is working so hard. ...Has used wonderful illustrative examples from her observations. ...She is obviously trusted and accepted as an observerGood attempts at own commentary* {Para 344}. *[S] continues to provide wonderfully interesting stuff and her writing is tremendously improved* {Para 364}, *It seems so strange giving issue codes now because they (the issues) are all so diminished in [S]'s writing* {Para 373}. Although, C comments in her last

record, *Again, wonderful content - but this section needs a lot of work* {Para 398}, however S did not pitch again. She did achieve her Masters degree.

³⁹⁸ nervous about academic writing in English – both aspects of which she had no experience, having studied for her undergraduate degree through distance education institution for which no essays were required.

³⁹⁹ However, on looking at her writing attempt, C found that her anxiety was unnecessary and felt that S merely needed to feel better about herself. *However, there was no evidence of a need for concern around her English language capabilities in the draft she left me ('A formulation') or during the consultation. ...Her language abilities are fine. ...Basically now she needs a confidence boost* {Para 13}. S was still intimidated by the thought of fulfilling requirements for the various elements of academic essays; C felt S needed to practice in order to overcome this, {Para 20} and although there were still elements of concern in S's mind, she did feel more confident after her first assignment draft. *How are you feeling? 'At least I can write!' ...Feels uncertain re: style - started off ok. Feels she has to waffle with case studies* {Para 49}. Her confidence wavered a bit the next time, {Para 58}, but she produced a good draft. *Very very nice introduction. Nice flow. ...Nice clear line of argument. ...GOOD ESSAY - WELL DONE!!* {Para 74} and her confidence improved with this. {Para 85}. It felt somewhat when she needed to try a new genre, but was levelled when she saw examples of old essays: *Did not enjoy this assignment - because lots of missing information - not been trained in area yet. [Has looked at old essays in the resource centre - surprised at bad quality of some and feels better over own writing]* {Para 109}. She continued to consult – it seems, for security – and was very shaky in the long wait for results and feedback from her lecturers on her efforts, {Para 130}, however, she did well and passed her honours with a distinction.

⁴⁰⁰ {Para 36}

⁴⁰¹ {Para 189}

⁴⁰² {Para 246}

⁴⁰³ *Do I think the study is feasible??* {Para 252},

⁴⁰⁴ *Some useful ideas. She was pleased. Worried - because not one question - has many! - I reckon this is fine - jot them all down and we'll chat on Monday* {Para 263}.

⁴⁰⁵ {Para 308}

⁴⁰⁶ C and S worked together for a year. There was a gradual improvement in S's writing, but accompanied by many stumbles – in writing, confidence, time management and technological hassles (she later became computer literate). She returned the following year, doing a new postgraduate degree. The Writing Centre had recently drawn up a contract for postgraduate students, in an attempt to make it easier to liaise between students, their supervisors and consultants – purely for the benefit of the students, however, S was very nervous of this, and further worries emerged; *I presented our contract to postgrads. She does not want negative stuff to go to [sup]. I had to convince her that it was for the advantage of the student. She has been provisionally accepted on the Masters (by dissertation) course. Proposal needs to be accepted by May. - Very worried about being sent back* {Para 173}. She became upset at critique from one of her interviewees and came for help to improve her Questionnaire, *She had tried out the questionnaire on one [interviewee] and was distressed because [they] had complained that the questionnaire was 'not focused enough' and 'took too long to complete'. She therefore asked me for my opinion of it, hence this consultation* {Para 287}, and C and S worked on this until they were both satisfied. *The revised versions were clear and to the point, and [S] was pleased with the changes. After we were both satisfied with the questionnaire she was inclined to linger and talk about her research problems in general* {Para 296}. S's isolation was clearly problematic and C considered networking possibilities, *I felt that it was a pity that, as she was doing the degree by dissertation only, she had not undertaken some of the coursework, notably [L's] course on research methods. I told her about our proposed writing workshop for the [Masters] students on 23 June and she said that she would try to attend. I fully agree with [C] that she is in need of much more support from her supervisor. She is indeed isolated. I felt it might help if she could network with the other students from Swaziland who have consulted me* {Para 298} and put her in contact with some other students. There was a brief period of absence and then S returned, having been back home and now feeling more at ease being here. She was wondering about changes in her supervision but felt nervous about causing trouble. {Para 354}. It came to the point where C felt S needed supervisory input and pushed S to prepare for demands of her supervisor. {Para 378}. C was also impressed with the improvement in S's writing and thought it would be good for her supervisor to see this as well. {Para 392}. In fact, when he did, he was very affirming – although S was nervous of accepting his praise! {Para 401}, C was very pleased. *It is SO NICE to see it all coming together and her feeling better about it!* {Para 402}. Hoping to be able to submit her thesis soon, S worked hard at her writing, however, her supervisor was elusive – difficult to pin down. {Para 462}. When they had worked substantially on one section, C felt it was essential that S speak to her supervisor about it {Para 470}, and that they move on to a new section. However, when S asked him to look at her work, he said he would prefer to see the whole draft at once, before commenting. {Para 478}. S still at times confused the purpose of her work – in writing up on her research. *Why don't you pick 1 you feel ok with and say why it works for you? (She liked this idea - said she tends to list them all because she wants to show that she has done lots of reading - but we talked through this)* {Para 497}. Towards the end of her Masters, S starts to become more bold with her supervisor, constantly bugging him for discussions, {Para 510}, indicating a growth in self-esteem. She reappeared the following year, informing C that she was now upgrading to a Ph.D. and that he had sent her to C to work on a proposal for this. C was highly irked at this shoving of responsibility and sent her back to her supervisor for this, although they discussed the idea of her upgrading. *At first [S] was somewhat overwhelmed. Then she decided she liked the idea (she likes Cape Town). She went home and persuaded her employers - who were reticent at first but then agreed to let her go* {Para 522}. S did, in fact, draft a proposal on her own, but became intimidated again when she ran into difficulties with understanding feedback from the department on it – basically that her proposal lacked clarity. *He said her problem isn't with her writing (after she told him she was working with me) but with clarity - he's not clear what she wants to do. Research plan not understood* {Para 557}. Again, S became afraid, confused and felt off-balance; C and S spoke through this and S calmed, persevered and intended to return the following year. *[S] feels in as crisis situation because has been registered for 6 months and proposal isn't formalized. She kept asking why [sup] has approved this proposal when [L] didn't. I reckon this is a wasted question. I think [L's] ideas are worth listening to (I agree with him). ...LATER: Feeling better. Back next year* {Para 562}.

⁴⁰⁷ [MSP:5] was not happy with merely getting advice; he had wanted his writing fixed. C was stern about the limits of her role. S still made a new appointment, {Para 13}, however, came to this with similar demands. C stressed the boundaries again, but S was insistent. C was bored with his writing and irritated – feeling limited on her ability to input anyway. *I stressed again that it was not my function to act as editor and proof-reader. However, he refused to accept this and insisted on giving me another chapter to read. I wasn't pleased, as I was finding this thesis deadly boring, as I could not give input on the theory, etc* {Para 35}. She persevered however, in trying to work with S, but was bored and impatient for the liaison to end. *I was finding this job so boring that I just wanted to get it over as soon as possible!* {Para 47}. S then warmed to his content and thus his writing became more enjoyable, although, he had a tendency for lapses in formal register, but this sparked C's interest *I was relieved when the next chapter proved to be more interesting. ...Here he had warmed to his subject and as a result the style was less stilted and stereotyped. This led to some lapses in register, where he departed from formal academic register and adopted a more chaty, colloquial style* {Para 57}, and they managed to work together through his thesis.

⁴⁰⁸ C first suspected plagiarism in [MSP:6]'s writing. {Para 63}. She put in much work, but wanted S to see his supervisor and felt in need of affirmation for her work. *I have spent over 11 hours on this already (includes some private editing). [S] must see [sup]. I feel strongly that we should get credited for this sort of work* {Para 73}. She was able to share on content – lending S books, for which S was interested and grateful. *I had felt that [S] needed more orientation into SA educational history - esp. Bantu Education. I lent him books by Kallaway, Christie, Miller and*

Hutton. He said he's finding them interesting {Para 85}. His supervisor then phoned C and instructed her over what to do and what not to do, ordering her to edit. *[sup] phoned to tell me that the tables and structure of [S's] thesis are to stay the same. She just wants me to edit!* {Para 95}. S was passive in the face of his supervisor; C felt uncomfortable about her role and about the expectations of her. *[S] is very concerned about sticking with what she says. I'm feeling uncomfortable - I feel I would be doing him a disservice if I didn't point out some of the areas where I feel he could improve. However, I don't want to upset his relationship with his supervisor. So I am merely going to point out and not put work into stuff unless requested* {Para 96}. C again suspected that the student had plagiarised and found it difficult to confine her input to editing and continued to advise him. {Para 136}. However, S really just wanted his writing fixed by C at this stage, frustrating C. {Para 167}. C was very concerned about his referencing {Para 217} and the fact that she did not feel she was playing a developmental role in S's writing: *It seems that he is merely using my work rather than learning from it at this stage* {Para 223}. She expressed a wish for an institutionally determined and acknowledged role; wanting affirmation, *I feel that future contracts with post-graduate students (and their supervisors) need to be officially drawn up. It needs to be understood that editing is not part of the agreement ([S] has paid for some private editing) and also that we are able to comment on structure and content (if we feel able) and that these are not cast aside because we are mere writing consultants* {Para 254}. Later, she felt better about S's writing {Para 263}. and S indicated to her that he felt handicapped due to his language. *He feels at a great disadvantage due to his language. He mentioned that it even affects logic and flow - which there are still problems with* {Para 270}. Towards the end of his thesis writing, S begged C for further help, feeling panicked. C felt that his supervisor should have addressed these particular issues. *Phoned me and begged to come around to my house again for a last bit over which he was panicking; his appendices - mainly his interview schedule. This was a mess - one, I feel, should have been worked at with his supervisor long ago* {Para 280}. S came back to C to consult over his Ph.D. proposal a year later (now with a new supervisor) and they worked together briefly on this - with S panicking and C calming him. {Para 322}.⁴⁰⁹ *but I told him that it would be preferable to try to link his own ideas to Bonhoeffer's, especially as he had shown so much originality of thought in the rest of the thesis. He did not seem very keen on this idea and said that he thought he would wait until he had received [sup's] comments before changing this chapter* {MSP:2: Para 59}.

⁴¹⁰ (see, for example, [MSP:7]).

⁴¹¹ Thinking it was her final read, after a long series of consultations over [MSP:9]'s thesis, C spent six hours reading his whole draft. S was then required by his supervisor to insert a new chapter and by this stage, C was hoping for the consultations to come to an end. Then S brought in yet another draft of his whole thesis! He was upset that C would not attend to it immediately, *He then produced yet another revision of the concluding chapter to his thesis, now expanded to about 12 pages, and said that he had decided to make some changes to this before submitting the whole thesis to [sup] and he wanted me to 'look it over' again. He seemed to be expecting to get it back later that day, and was very disconcerted when I told him that I was fully booked ... Resisting all suggestions that I should see him after hours that day, I booked him for 10 am the following morning. He had to accept this but was clearly displeased* {Para 523} and C was determined not give in to his request for an after-hours appointment. S was not happy. When she did read it, C was distressed at the quality of his writing. She felt discouraged as there seemed to be little sign of development in any new piece of writing produced by S and they needed to do more work together. *I did what I could in the way of written feedback when I was reading the draft at home, but in some cases the combination of poor syntax and fuzzy logic made his meaning totally incomprehensible and I had to wait until he came for the consultation to question him on what he was trying to convey, so that I could help him to express it more clearly. Even then I felt uneasy about the final result* {Para 545}. Again, she was hoping this would end. *I hoped that any changes he suggested would not be too radical, as by this time I was really longing to see the last of [S's] thesis!* {ibid.}. Fortunately, his supervisor was now satisfied and his thesis was submitted. (S returned later with a Ph.D. proposal, which C was impressed with).⁴¹² [MSP:10]: C feels she has unsettled S: *I can see that there are many issues that will still come up with further reading, and that I have unsettled [S] with my unexpected comments* {Para 14}. C has put in much effort but so has S thus C feels that it is not a waste. C enjoys the consultations; *This is [S]'s third visit. We have settled into quite a comfortable routine, but my one colleague warns that I may be doing too much, and [S] too little. This comment was made in view of the fact that I seem to be doing a great deal of polishing up on his thesis, and also spending a great deal of time reading through it. I may be doing this. but I also think that [S] has been fairly conscientious about the input he makes in consultation, and that he takes this away with the full intention of doing hard work on it. It also helps that I really enjoy consulting with him* {Para 40}. Intense last minute editing - C aware this way of working is not ideal; *At this point in my reading of [S]'s thesis, I am really only doing corrections on language errors, and offering pointers on areas for minor revision. I am aware that this kind of intense reading and feedback is not ideal, and we have discussed this at length within the Writing Centre. The general feeling at the moment seems to be that we would rather see postgraduate students over long terms periods and in a sustained manner, rather than stuff everything over a few days, as has been the case with [S]. There are approximately forty pages that still need to be read, which I will do for our last meeting on 3/9* {Para 51}. S is insistent that C finish editing of whole thesis. C establishes boundaries. C has learnt from this; *This is my last meeting with [S]; it has been quite problematic, in that he insists that I go over the last forty pages when all I seem to be doing is making corrections. I eventually pointed out to him that I am doing editorial work, which does not fit my job description as writing consultant. This is the last time I will be doing this within the context of the Writing Centre. Postgraduate students seem to think that they can bring their work shortly before submission, and that we will tidy it up for them* {Para 59}.

⁴¹³ *It should be interesting and I may be able to give him some useful contacts through my own church affiliation* {MSP:2: Para 13}. *I enjoyed reading this chapter, despite its daunting length* {Para 47}.

⁴¹⁴ [MSP:8] appeared intelligent and interested in his subject, and C wondered about his reasons for approaching the Writing Centre on his first visit; *possibly he just wanted affirmation, or an independent opinion over and above that of his supervisor* {Para 12}. C actually felt out of her depth and ability to provide adequate input - in view of S's impressive but intimidating looking writing. *Definitely a case where Shirley is needed - my offering in terms of help was minute: ...It looked like a very impressive piece of writing - but totally intimidated me!* {Para 36}. In fact, he was handed over to a more appropriate consultant (more acquainted with his field), who worked with him through his thesis.

⁴¹⁵ *C was concerned about [MSP:7]'s assimilation of her input at the first consultation, and little improvement was evident in his next one.* {Para 37}. *S was apparently under pressure, and thus his writing was affected.* I was stunned to see that his 'summary' was no better than that he had written for his first essay: instead of giving, in brief, the main points and conclusions from the essay it was a review of some background material that belonged in the introduction {Para 48}. *C was distressed at this lack of development and in addition, suspected plagiarism.* I was very distressed to see that he had made no progress and was obviously not transferring anything I told him during consultations to subsequent tasks. I was even more upset to note that introduction and conclusion contained some long, involved sentences and high-flown language that was quite different to his own style {Para 48}. *She warned S against the practice and noted that S was obviously uncomfortable, although he said nothing. S seemed desperate; it was a very tense consultation. In fact, S overcame his difficulties and did very well - receiving great encouragement from his supervisor.* He came into the Writing Centre on 20 June, very excited, to tell me that he had achieved a first-class pass (76%) for this essay. The lecturer had been so impressed that he had suggested that [S] consider preparing it for publication as a journal article. I am hoping that this success, after such a struggle with this particular piece of writing, will boost his confidence for his tasks in the next semester {MSP:9: Para 60}. *Syntax was again very poor, but that was the least of my concerns in view of the other major issues arising. The best language came when he was obviously quoting Mahabane directly, often without any acknowledgement of the source of the quotation. In view of the suspicion of plagiarism that I voiced in the previous record, I made a point of issuing a stern warning against this practice. No reaction, but he looked sullen and I felt that I might have hit the nail on the head* {MSP:7: Para 295}.

The usual linguistic errors abounded in much of the draft, however. What concerned me even more, though, was that I found several sentences completely incomprehensible, even allowing for his precarious syntax, and when I questioned him about them at the consultation he was not able to explain what he was trying to convey but merely mumbled that he would 'have to check'. This indicated very strongly that he had been plagiarising from his references, often without really understanding what he was writing about {MSP:7: Para 581}.

⁴¹⁶ [MSP:3] who was keen and grateful for his consultant's advice on his language and seemed committed to improve as a writer. I suggested more appropriate terms, which he adopted with great enthusiasm. He was also grateful for my advice on his grammatical shortcomings; he is obviously keen to improve as a writer {Para 14}. At the next consultation, he expressed pleasure at his own development and intended to return. He was pleased with the way in which the essay had developed from his 2 consultations and said that he would return for further consultations, on the second essay this semester and the technical report to be written during the first semester of next year {Para 26}. When he did, however, he was taken aback at his errors. To help him, I had listed the references in the text which were not given in the bibliography; he was rather shocked at the length of the list! {Para 38}. His consultant was encouraging, congratulating him on his improvements and hard work. However, I congratulated him on the general improvement and encouraged him to keep up the good work {ibid.}. The student then fell under pressure {Para 52} and this pressure remained – showing up in his writing as well, {Para 64} and he did not return as he had intended to.

⁴¹⁷ *I was pleased to find that the draft proposal was well organised and that cohesion within sections and coherence between them was also satisfactory. It seemed, therefore, that his writing was at last developing in this respect {MSP:7: Para 566}*

⁴¹⁸ *Once we had decided what needed to be defined and what could be assumed, I thought that this became yet another very satisfactory chapter to his thesis {MSP:8: Para 90}.*

I felt relieved to see how well the final product had developed into what seemed to be a successful dissertation. [S] was highly delighted with it and thanked me effusively for my assistance, declaring his intention of recommending the Writing Centre to his friends {MSP:14: Para 97}.

⁴¹⁹ *For the past two years, he has been sponsored with a bursary and has now been told that he won't get a bursary but will get a loan of R6000.00 if he writes a letter to Financial Aid {MSP:12: Para 34}*

⁴²⁰ [MSP:17] was keen to overcome his difficulties with English, and came to the Writing Centre for help {Para 12}. C was concerned about his apparent conceptual and language difficulties – had pointed out that S needs sustained interaction for anything to work, S accepted this eagerly, but failed to pitch for the rest of the semester {Para 25}. S complained of lack of confidence in communicating in English, Again, claimed to have tried other resources and asked for further names. Said he could not bring in old assignments because he threw them all out. Claimed that he used to be confident in oral communication, but claimed to have lost this as a result of (racist) denigration by an employer – wanted to improve his image; C drew up a plan of intervention with him (which included a dialogic journal). *[S] said he used to be confident at speaking then he worked in a big corporation where the guy employing him complained that he was 'too white' and must talk like a black African – and he said he lost his confidence. Now wants to sound and look like a professional – prepared to work hard for it. It seems that confidence is the issue more than language. We have agreed to running a dialogical journal and regular meetings {Para 59}*. S pitched at wrong time but brought in journal – personal problems outlined (shocking to C) and severe alcoholic problems. C referred to appropriate supportive resources {Para 81}. S did not pitch for next appointment. S returned later in the year – rehabilitated, refreshed, on apparently on the road to recovery; S came with similar goals – claimed low confidence and desire to improve English abilities, C counselled – alerted to much political anger in S: *Is concerned about his English communication abilities. Feels his own English is inferior. Low confidence. ...Had a long psychological talk. He has lots of political anger. I hope he stays on the road to recovery {Para 97}*. Next appointment, S was running late in submission of assignment {Para 114}, and next, after bringing in a draft in need of much work and late, again S complained of feeling disempowered – other Ss in his class were all foreigners, and he begged for help: *He told me he is feeling disempowered – most especially over his lack of writing experience. He says the present first year group contains 55 white students and 10 black students – 9 of which are foreigners. In other words, there is one disadvantaged student – which is disempowering. He said he's never had to write like this before. He feels desperate for help and asked me to tell him how to write an essay {Para 126}*. C focused on writing issues in the consultation {Para 134}. The improvement in Ss appearance continued {Para 145}, and {Para 161}. Then there was a gap and S then came in asking to see a new C, saying he was keen to develop (now with new C); *He then asked me to 'teach him to paraphrase', as he had never done this before. I was amazed that he had reached the final year of a 5-year degree without learning to paraphrase, and even more so when he openly admitted having plagiarised in all his written work in the past. Now, however, he felt that he must 'adopt a more responsible attitude', as he was shortly to become a professional architect {Para 174}*. C complied with his request – modelling an example for him. She was surprised at S's struggles at this level. S's pattern continued – desperate and begging for intervention then not pitching...*At the end of the consultation he expressed his intention of consulting me regularly (weekly, he thought) as his research proposal developed. I told him that I would agree to this, but he did not make a further appointment as he left and I could not help remembering that his plan to 'consult me regularly' on his essays in 1994 had lasted for 2 weeks. I thought his behaviour a bit strange and wondered whether he was drinking again (see Cathy's records). However, on reflection I felt that his general demeanour was more that of someone on a high after taking anti-depressants {Para 175}*. He reappeared, again, after a period of absence and was demanding of attention in last minute stage, which C could not manage. S again changed C – and the pattern continued (of self-pitying and desperate and angry requests and then non-appearances); *Addendum: As I (gloomily) predicted, he did not come for any consultations during the writing of his research proposal. Eventually, over a month later, he suddenly reappeared with the entire Document and demanded that I drop everything and read it immediately. As I was heavily booked at the time, I told him that this was impossible. He then became angry, and I suggested that he consult one of my colleagues. Antoinette agreed to take him on and seems to have handled the situation very well (see next record). He is now intending to 'consult her regularly' – we shall see! {Para 175}*. But this petered out as well

⁴²¹ *I think he came in mainly to tell me that he was about to submit the dissertation and thank me for my input. He told me that he would now be leaving Cape Town as he had been called to a church in Graaff Reinet. I wished him well for the future {MSP:2: Para 71}.*

He was well pleased with the advice he had been given and declared his intention of returning to the Writing Centre to consult me on the rest of his essays, and eventually on his M. Ed. Dissertation {MSP:4: Para 25}.

He was surprised and pleased that I had noticed these mistakes {MSP:8: Para 79}.

He was grateful for this guidance, which he acknowledged as helpful in improving the focus of his dissertation. ...At the end of the consultation he said that he now felt able to proceed with drafting the thesis {MSP:14: Para 13}.

Now [S] wanted to go much further than the topic specified and go into his vision for this plan. He had become excited and enthusiastic about the prospects of this plan. ...[S] seemed to feel that our help was invaluable (an Aha client). He came back to leave a copy of his final draft with me as a courtesy and said that [sup] had told him to leave the proposed diagram for the next time as it was too late to do it for this report {MSP:14: Para 169}.

⁴²² *He was very grateful for this advice; it seemed that nobody had told him anything about such an approach to concluding a thesis. (I asked tactfully how much input he had had from his supervisor – he replied that his supervisor had given him some advice on content but not on language or organisation) {MSP:9: Para 160}. I again emphasized the importance of correct and accurate referencing in a thesis, and some of the time given to this lengthy consultation was spent pointing out all the discrepancies to him. He was quite shocked at the extent of these; ...He thanked me effusively for my assistance and promised to give me a copy of the thesis when he submitted it {Para 173}.*

⁴²³ [FFP:2] consulted a few times over some course work essays, and then asked if she could consult whilst writing her dissertation. C explained how the Writing Centre preferred to work with thesis students and why it was not worth only consulting at the end of the thesis, *She assured me*

that she would be 'very happy' to work with me during the development of the thesis {Para 51}, however S failed to follow C's advice with regards to the process approach and arrived some time later with a penultimate draft for reading by the consultant before submission. She was demanding and irritated when C could not see her immediately, *Unfortunately, [S] chose to ignore all the advice I had given her about dealing with her dissertation as a process. I did not see her again during 1998 and she eventually reappeared in the Writing Centre on 3 February, with a draft of her entire dissertation, which was due for submission on 12 February. She said that she had written it during the holiday period and was quite irritated about our having closed down from Christmas until 18 January; evidently she had intended to keep me busy over Christmas and New Year! As I was working with other theses, also urgent, at the time I told her that I could not see her before Monday, 8 February. This did not please her but she had to accept it* {Para 65}. However, C fell in with her demands a couple of days later – devoting six hours to the draft reading! On reading, C was saddened at the regression in S's writing, *Eventually I had to devote 6 hours over the weekend to her 66-page document...I was saddened to see how her writing had regressed in this respect, and especially with regard to coherence, despite the improvement I had noted in her essays towards the end of 1998. She obviously had not been able to transfer what she had learned to this new genre of the dissertation* {ibid.}, but she stood by S through the quick fix, noting that it was a shame as it would not do S much justice in terms of her actual ability. *I offered to look at a revised draft for her, mainly from the point of view of coherence, before she handed in the dissertation, but she said that she 'did not think that she would have the time'. She was planning to return to Germany shortly after submitting the dissertation. I was sorry that she had not planned her writing as I had suggested in October, as I felt that this rushed dissertation was unlikely to do justice to her undoubted ability* {ibid.}. It did prove to be some help though, and S was grateful. I was very pleased at the extent of the improvement and felt that she should now do well. As she was leaving shortly for her home in Germany I wished her good luck for the future. She thanked me effusively for my help with her writing {Para 79}.

[FFP:3] began to consult over her thesis during her final draft writing stages; she was tending to bring in thick drafts of multiple sections, typed in a tiny font – proving a strain on C's eyes! {Para 44}. C felt the need to pace their work at about the third consultation and later had to remind S of this again – feeling that this may also be of benefit to S in terms of focussing and pacing herself. *Maybe the problem here is that you're working on too many chapters at once? - Try to focus on one at a time. ...Now I want to concentrate on one chapter at a time* {Para 102}. And {Para 194}. At times, C felt she was substituting for the supervisor – who was not seeing the work in progress. {Para 184}. C repeatedly urged S to show her draft to her supervisor, {Para 204}, and eventually S reported, *He's pleased she's consulting here - says he sees an improvement* {Para 227}.

[FFP:4] seemed intent on using the Writing Centre as a 'fix-it station', rather than a developmental or mentoring service. She was in town briefly and made a series of appointments with C over her ten day visit, to deal with her Ph.D. thesis, which was due a month later. Naturally, she was anxious. C responded to the sections of drafts that S submitted, wondering (aloud) if S should not take more time. {Para 204}, C fell behind a bit in her draft reading at one point and was apologetic to S – feeling pressured. *I didn't feel wonderfully prepared so we had a brief chat on what I'd read so far and she'll return tomorrow* {Para 93}. S was anyway, relieved to hear that she was normal in the way she was suffering through her thesis writing – talking to C seemed to help towards calming her nerves, although C observed she was putting herself under a fair amount of time pressure. C was also tired by this time, feeling that the same issues were coming up in S's draft writing repeatedly, and that more time was needed for S to do justice to her work, *I suggested she take my comments on my reading so far and work with them. There is interesting stuff her but I feel it needs a lot of work* {Para 152}. S asked to continue to consult via e-mail, C agreed, but in fact, heard no more from S.

⁴²⁴ She did not pitch for the first couple of appointments she made – a habit that she maintained throughout the liaison. When she did, she brought in an illegible draft, seeming to attach little pride to her work; *I felt unable to give much in the way of feedback. I explained this to her and asked if she couldn't come in earlier with a more legible draft next time. (This is due on Monday)* {Para 10}. S had questions but all was left too late – for her consultation and for submission. *She said she had wanted me to check her flow and structure - but I couldn't. Also asked me to explain how she could make her references more clear. She has, in any case, already taken her draft for typing so I don't know what she would have done with my comments anyway* {ibid.}. It emerged that S was depressed and not enjoying her studies – she said she was not relating to them. C counselled her, encouraged her and persuaded S to think of a more active approach that she could take in her studies. *Is not finding the lectures enjoyable. Feels they're irrelevant to her interests/background. We spoke about ways of making her studies relevant to her own experience. - Take your own learning in hand - get into the driver's seat. She began expressing ideas on how she could do this* {Para 39}. Then there was a gap with a series of no-shows. And at the beginning of the following year, [S] brought in a draft of her thesis – due at the end of February. *She says she knows she won't make it but wants to go through the process with me. Seems like a good idea* {Para 103}. She appeared lost and lonely and complained about her supervisor – wanting more action from him, *Supervisor is very busy. 'Shows willingness, but he's just not there' She meets him quite often - 'I can walk in and chat, but he is busy; there's no time to think and come up with ideas. He doesn't push me much... gives comments on my draft - verbal not written. He doesn't think much about it but has insight when chatting'* {Para 120}, and she was confused about what goes where in her thesis. She often popped in – usually to reschedule appointments and sometimes to talk about her work and her struggles, and occasionally she brought in parts of her drafts. She had lots of expectations of C – almost to do the work for her, apparently. C became very concerned. *Lots of questions - wants lots from me. I find this worrying because she's practically asking me to word whole paragraphs for her* {Para 180}. There were many cancellations, and this was frustrating for C. Then, she *Dropped off a thick draft of interviews - just before our appointment - wanting to know what to do with them. Wants to hand in to supervisor later today!!! I explained that I could not read this now and that the first available appointment I have is on 10/4. She took it - leaving the thick draft!* {Para 202}. C was weary. In fact, S did not pitch for the appointment. Later, C gave her a pep talk over the phone. *I read through them and thought of ideas for prompting her for ideas. I'm nervous because she seems to want me to do all her work for her. In fact, she didn't pitch for the appointment and phoned later. I spoke to her about my concerns and suggested that rather than looking to me for answers, she come to me with ideas of her own which we can discuss. I also spoke to her about her series of no shows/cancellations. She needs to build up confidence and working like this is doing nothing for that. She made a new appointment for Friday* {Para 215}. S made a new appointment but again, showed up late. C was under her own pressure at this stage and felt that maybe S needed to see another C anyway. She suggested this to S, who was reluctant at first but then agreed. This new relationship started off well but then followed a similar pattern – of cancellations and failures to pitch for appointments and unworkable expectations.

⁴²⁵ *This took ages - as an editor, I could have made a packet out of this!* {MFP:1: Para 77}. *Hard work, this. There were many errors - but he wanted them all explained* {Para 96} – due to his eagerness to learn English from C. *For me to edit this is like me rewriting it* {Para 134}. *(I'm sick of LAW !!!)* {MFP:2: Para 67}.

I asked him to give me all the earlier chapters that he had written so that I could see the discussion in context. I asked for it!! This resulted in a marathon 5-hour session of reading and a lengthy consultation from which both he and I emerged reeling from exhaustion {MFP:3: Para 118}.

This was an exhausting consultation {MFP:5: Para 28}.

⁴²⁶ *Table of Contents looks rather intimidating to me!* (- viz.: 'Diplomatic instrument', 'Judicial instrument') and he breaks down into subsections aa and bb. He needs to talk me through it {MFP:1: Para 23}.

NUCLEAR MEDICINE - I ASK YOU!!! {MFP:3: Para 41}. C feels out of her depth – refers S to better qualified C, S still has faith in C: *I suggested that he would be better off working with Shirley. ... - Said he'd like me to look at Results and Discussion but if I come unstuck, I could refer him to her* {Para 74}. *I explained that I felt I had reached my limits in terms of being able to help him and that I felt that Shirley would be a much better person to consult with. Introduced them and she is to take over* {Para 106}.

⁴²⁷ *I am learning a fair amount of German Law!* {MFP:1: Para 105}.

⁴²⁸ *I was so pleased to see this structure (I had felt that its absence was a major weakness of the earlier draft...) that I was happy to show him exactly where to place it in the methodology chapter. ...On the whole, however, I was quite pleased with the way this thesis had developed from an unpromising first draft* {MFP:3: Para 133}. *I was impressed by his courtesy in asking my permission to let [S] go ahead. This really was a case par excellence of collaboration between supervisor and writing consultants* {Para 133}.

He was very pleased with the outcome of his series of consultations in September and October last year (see reports 1-5), as he had achieved a mark of 65-70% for all of the essays on which I had advised him {MFP:4: Para 73}. *He mentioned that his supervisor had commented favourably on the language in Chapter 2, the chapter on which I had worked with him. This was gratifying, as was the improvement in this chapter. He planned to complete this chapter and give me the draft to read in advance before making another appointment* {Para 108}.

⁴²⁹ *This student is obviously very intelligent and is highly motivated to learn English so that he can practise his profession in the West* {MFP:4: Para 25}. *At the end of the consultation he thanked me profusely for my patience, and promised to work on his grammatical deficiencies after the exams, when he would have more time. He intends to return to the Writing Centre when he is working on his dissertation, and I hope that, if he is under less pressure then, he will profit more from his consultations in the sense that improvement will be sustained and not just for the purpose of a particular assignment. He is very eager to improve his English in general and his writing in particular, and this should motivate him to focus on the main problems that have become evident from this series of consultations* {Para 61}.

⁴³⁰ *In drawing his attention to these errors and helping him to correct them I noticed that he was becoming despondent and tried to encourage him by emphasizing that the task was now more complex and he must expect his writing to regress at first* {MFP:4: Para 85}.

⁴³¹ *S under pressure with work, thus little attention to learning to improve his English. C sympathetic – goes into crisis mode (i.e. takes over some of the work for S), models for S who notes the technique: This was, however, clearly due to the extreme pressure under which he was working, as all of the essays were due by 28/10/94, and the exams were to follow the next week. I therefore continued to correct each error as it arose, in the hope that he would derive some benefit from this when he had the opportunity to study my feedback and the book at leisure. ...He saw that he could effect some much-needed condensation in this way, as well as making his argument clearer, and enthusiastically adopted this suggestion* {MFP:4: Para 48}.

He was anxious to submit the thesis soon (I think he was having visa problems, being a foreign student) and at the end of the consultation he said that he would probably not have time to consult me again on the final version {MFP:3: Para 133}.

ENDNOTES FOR SECTION 7.6: ESTRANGEMENT

⁴³² *This was their first experience of writing reports, as opposed to essays, and they had been given no guidelines on layout.* {FHU:2: Para 28}.

(She had said that she had struggled with this in her essay writing and that as she is a science student, this is her only essay-writing course - and I suggested that she come in earlier in the writing process for help at this stage in the future). {FHU:8: Para 13}.

⁴³³ *this student was convinced that it was always necessary to give one's own opinion in academic writing, and she was very concerned because she did not see how this was possible in this instance* {FHU:2: Para 18}.

⁴³⁴ *She also spoke a bit about her concerns with the length of the different sections of her essay - as she had been told to do them. She mentioned that her tutor had said she must try to avoid the use of 'I' in her writing - however, all 4 of the questions under the topic refer to 'you' - as in 'Do you think...?'* {FHU:2: Para 146}.

Psychology dept doesn't like writing in first person. {FHU:15: Para 93}.

⁴³⁵ *She was confused about how to set out papers from journals. Although there were guidelines in the handbook, the references that she had used - some photocopied papers from journals in short loan - had not been adequately referenced themselves - e.g. no indication given on the copy as to publisher or place of publication.* {FHU:2}.

⁴³⁶ *Had no idea she could connect the authors!* {FHU:10: Para 99}.

⁴³⁷ *My only major criticism of the draft was that he tended to overdo the use of long verbatim quotations from the literature, instead of making more use of his own words and opinions. This is a weakness frequently encountered with Information Systems students; it seems to be accepted practice in business discourse.* {MHU:3: Para 59}.

Mostly a 'technical' consultation. Student had found books relevant to topic and task but was bewildered by mass of information he had collected. {MHU:5: Para 23}.

Discourse is a huge problem here! His explanations are better orally than in writing - which is stilted and dispersed. I suggested the tape-recording. {MHU:4: Para 38}.

⁴³⁸ *I explained to her that the purpose of this assignment was mainly to emphasize this point. All of a sudden she seemed to see the light, and she then assured me that she knew exactly how to proceed with the essay.* {FHU:15: Para 13}.

⁴³⁹ *Furthermore, [S's] judgement on the matter was clouded since her religious beliefs dictate that abortion is sinful. She is aware that this cannot be used as justification in a court of law.* {FHU:1: Para 436}.

⁴⁴⁰ *I found this much more difficult to deal with than the psychology essay, as I know little of philosophical argument and find many of the concepts too abstract for my scientific mind. However, she would not be deterred from consulting me again, so I had to try!* {FHU:9: Para 24}.

⁴⁴¹ *She walked in asking me to read one page of her draft - because she'd got lost. This is the first Politics I essay I've had to consult over and I was totally lost. I was actually unable to help her.* {FHU:2: Para 146}.

⁴⁴² *By now, I'm editing more than anything else - due partly to the quality of her work and partly to the limits of my knowledge in her field.* {FHU:23: Para 101}.

⁴⁴³ *I promised to bring a few questions on the poem to our next meeting; these I had encountered in my undergraduate years, and I thought that they might help since this was a particularly difficult poem to comprehend.* {FHU:1: Para 126}.

[S] found it quite difficult to understand how the military power of nation states had declined considerably since the end of the Cold War. We briefly discussed this and I explained that the rise of economic power (in the far & middle East) had had a profound effect on the way in which states respond to conflict. ...I found this to be an interesting topic to discuss, we talked about the role of multinationals in impoverished countries and of the role of organisations such as Greenpeace as alternative centres of power to nation states. {FHU:2: Para 243}.

⁴⁴⁴ *S can't find readings and C not familiar with topic content: She desperately needed advice, and some ideas, on how to approach this topic. She had been unable to find any commentary on the play that dealt with this specific aspect, and therefore the only reading she could bring to the consultation was the play itself. It is not a work with which I am familiar, but I asked her to find all the passages involving the scholars or Faustus' servant, Wagner and, on reading through these, I was able to discern some of the dramatist's purpose in including these characters.* {FHU:1: Para 52}.

⁴⁴⁵ *Now at SACLA (for OT) working with 8-10 year olds. 3 disabled ones. 'For me its nice with working with them because I can be able to practise some of my skills to rehabilitate them but its difficult when coming to communication but at least I can hear a bit of Xhosa unlike Afrikaans its very very difficult.'* {FSU:7: Para 115}.

⁴⁴⁶ *Brought in reading for OT - on 'The Developmental Model'. Asked me to explain it to her (!) And asked about the relevance of it to OT. The Medical Model was easier!* {FSU:6: Para 224}. *Psychology essay on Lie detection. Wanted me to explain what 'Lie detection' meant and what it is all about. We unpacked the topic* {Para 245}. *[S] came in to talk about the bereavement essay - where students were given a case to read and*

asked a couple of questions on it. The text was written by the father of a child who had died before she was born about how they (the parents) had dealt with it - by celebrating the baby's life - together with the support from people close to them. [S] said she just couldn't understand what it was all about and asked me firstly to explain what 'Bereavement' meant. Once I had done that, she said that the questions all made sense to her. We did go through the case study together, however, and she struggled to understand the idea of how birth could happen after death - and, even more confusing, how people could celebrate 'life' on 'death'. {FSU:6: Para 260}.

I discussed the action required by 'analysing' poetry, and briefed her on the language of poetry: poetry operates on, among others, a 'deeper, symbolic' level of meaning. {FSU:15: Para 25}.

From the date, it was evident that he was only 14 years of age when he composed it. He had obviously not yet experienced marriage himself - perhaps his parents' marriage was not happy? {FSU:20: Para 114}.

⁴⁴⁷ Students were required to read the set of extracts - mainly bibliographies and reminiscences, as well as some old advertisements, and then outline the emergence of the physiotherapy profession in South Africa from 1925 to 1975 - looking at how and why the following changed/didn't: the composition of the profession, the nature of the training, the nature of the practice, the image of SA physiotherapists and their British predecessors, and to consider whether these have changed since 1975. This task requires very complex skills - I think way above the level of 1st year ADP students, who lack confidence in expressing their own opinions. We went through a couple of the readings and I did some interpretations for them. {FSU:6: Para 60}.

⁴⁴⁸ She asked me about the concepts 'affinity', 'sequenced' and 'categories' - also 'thought-opposing'. {FSU:6: Para 154}.

She's coping well but finding taking notes in lectures is a big problem. Finds lecturers talk too fast. {FSU:7: Para 27}. Sometimes loses meaning when putting quotes into own words - I advised her to use the actual quotes in these cases. {Para 133}.

She has done the readings - needed Cochrane explained - struggled with the language there. I explained 2 other questions briefly. {FSU:6: Para 188}.

⁴⁴⁹ showed some conceptual confusion, even in the discussion of environmental factors, which most students seemed to be aware of due to their frequent airing in the popular press. She had used terms like 'greenhouse effect' with obvious lack of understanding, as she had confused it with the effect of CFCs on the ozone layer. Safety factors such as the flammability of hydrogen were also mentioned among the 'environmental impacts'. The section on methods for the large-scale production of hydrogen, too, indicated that the chemistry was poorly understood. No equations were given and questioning during the consultation revealed that she did not, in fact, understand the important water-gas and steam reforming reactions. Her description of the electrolysis of water also showed some conceptual confusion. {FSU:17: Para 14}.

I read the draft before the consultation and was immediately struck by the difference between the student's language in most of it, which manifested all the usual problems of the ESL students (tense, concord, etc), and several very well written paragraphs, which were obviously plagiarised from some commentary or commentaries on 'Canterbury Tales'. During the consultation I questioned her closely on various aspects of the pardoner's tale and of his lifestyle as revealed by Chaucer, and her answers showed that she did, in fact, understand the tale and its implications. She had presumably drawn so heavily on the commentaries as she thought they expressed these points better than she could. {FSU:15: Para 13}.

The student seemed to have both conceptual and linguistic problems, and it was difficult to decide at this stage which was cause and which effect. {FSU:18: Para 52}.

⁴⁵⁰ She has done the reading - not sure if she's understood the Marxist and Liberal views - when I probed her, I realised she hadn't - in fact, she hadn't heard of Marx before. I attempted an outline of his teachings! {FSU:6: Para 154}

(Journal) 'Art is also stressful for me because I have never done it before and I find it demanding because I have to come up with what I want to do and also buy the materials. While I am still struggling to buy my books'. {FSU:7: Para 115}

She looked completely blank over this, and I realised that she had never heard of the 'holocaust' or any other aspects of Nazi Germany. To my surprise, she did not seem to know much about the atrocities of apartheid South Africa either, even though the newspapers were full of the evidence being given before the TRC at the time. {FSU:12: Para 108}

I recommended that the student try to find alternative words through the use of a thesaurus. She explained to me that had she known about the existence of a thesaurus (!) she would have used one long ago. {FSU:15: Para 51}.

⁴⁵¹ Health & Society tutorial: Collection of 8 auto/biographical accounts of SA doctors - to read, as well as 4 advertisements and 1 cartoon. All hardly accessible to ESL. To discuss in tutorial. {FSU:6: Para 42}. The contents of the readings and extracts were also very difficult for SL (foreign culture) speakers to understand. {Para 60}.

'My father is a kind of a strict person and what I can say about him Education means nothing to him, due to this it wasn't easy for me to come to UCT before the bursary was approved by the middle of January...He only agreed on paying my registration fee, what he said to me was that 'If my bursary doesn't succeed he is not going to do anything about it he is out!! My sister helped me with transport money and toiletry and books...[At UCT] I found myself being dropped in the middle of a new world because I came hear alone my uncle just dropped me at the station.' (- but she did find old friends here). {Para 71}. She says her father is not supportive because her brother is working now '...and his money has no use to our education or maintenance of the family so my father thinks that if he educate us we will end up doing what my brother is doing. And the other thing is that he still hold that belief that educate a daughter is useless because she is going to be married and work for her husband.' She also thinks her father is afraid that she will go the same way as her 2 sisters who got pregnant and had to leave school and her father has to support them and their kids '...because they are not married that increases the family's difficulties when coming to economic factors and space in the home. But at least he is sometimes proud of us because he always tell his friends that his children are at good institutions and they are performing very well'. {FSU:7: Para 111}.

⁴⁵² but it was immediately evident that she did not understand these, and I had to go through them Slowly, explaining in the simplest possible terms what the requirements of the task were and what she should look for in assessing the arguments of the various authors. As in the case of another student who consulted me on this task ...her conceptual problem was associated with vocabulary limitations (again, words like 'bias' and 'preconceptions' proved to be the stumbling blocks). Thus, I did my best to 'unpack' the topic and explain the action required in critically analysing the various arguments in order to reach a conclusion as to which was the most convincing. However, I wondered how much of this explanation she was understanding. She obviously has great conceptual problems, as well as linguistic difficulties, which is a matter for concern at this stage, 18 months into her University career. {FSU:10: Para 49}.

⁴⁵³ Showed him how to mind-map and we drew up one together based on what he told me. I had a pleasant 'Aha' reaction - said he didn't know what a 'plan' was - thought it referred to intro-body-conclusion menu but felt it wasn't right. Feels able to do it now. {MSU:2: Para 80}.

His introduction was totally inadequate for an essay, but this was not surprising as his only previous writing experience had been scientific reports. He had merely defined chemical engineering and had not mentioned its potential, as required. {MSU:18: Para 85}.

He said that this (essay on racial prejudice) is the first essay he has had to write at University. He is especially worried about stating and supporting his own views. {MSU:21: Para 12}.

However he had a problem of either repeating the same thing in another way or at times over-elaborating a point. I discovered that this was due to the fact that he could not synthesise similar data from various sources. {MSU:9: Para 51}.

JOURNAL: Struggling to follow lectures. Finds too much condensed into a short time (1 chapter over 2 days). Feels overwhelmed and inadequate. {MSU:23: Para 121}.

⁴⁵⁴ This was the very first Shakespeare play that the student had encountered, not having been exposed to Shakespeare at school. This would be true of most students from disadvantaged backgrounds, and I therefore felt that the assignment was unduly difficult for students who had just passed EAP. The conceptual gaps of these students should be taken into account in the selection of literature to be studied in [XXX]. {MSU:4: Para 25}.

Thus, most of the consultation time was devoted to explaining concepts given in the task, and those underlying it. I then suggested how he could develop the argument that, while the job colour bar favoured the white workers, the wage discrimination (lower pay for the black workers) meant that the mine bosses favoured the employment of the 'cheaper' black labour. {MSU:11: Para 101}.

student brought a draft of the article on detergents and soap powders that was the first writing assignment for [XXX]. The main problem was a lack of focus on the topic as set: he had included a great deal of detail on the manufacture of soaps and synthetic surfactants that was not required, but not enough on the various additives included in commercial laundry detergent powders or on the environmental impacts of detergents. I found that the main reason for this was that he did not really understand some of the concepts involved here and I had to explain these to him and then guide him to the pertinent information in their reading pack. {MSU:20: Para 36}.

Psychology: Discuss one Psychological theory that attempts to account for racial prejudice. He says that although he has not taken notes, he has read Cochrane - and doesn't understand everything. ...Asked me to explain the difference between 'prejudice' and 'discrimination'. Didn't know who Margaret Thatcher is and needed her quote explained. ...Can't find Psychological theories. (Hasn't done the reading on theories - hasn't got the book and doesn't know how to get them. What are 'practical examples'? {MSU:23: Para 53}.

⁴⁵⁵ The essay was 'You are the person whose experiences you remember' The question was really tough for someone who was struggling to string just two correct sentences in English. I found the question tough for me and I had to ask him a lot of what they had covered in the lectures. Finally we were both having to read a few extracts from his course reader during the consultation. When I had got the gist of the matter I explained to him and also asked that he talks to his tutor as well. {MSU:16: Para 33}.

⁴⁵⁶ Most of the consultation dealt with the work of separating out the issues involved (helping as well as I was able to considering my very limited understanding of the topic). {MSU:19: Para 58}.

⁴⁵⁷ She had alarmingly serious vocabulary problems for a second-year student - she didn't understand basic words such as 'why' and 'how', or else didn't see the way an essay could be based on these questions. {FFU:5: Para 9}. The piece of writing she had given me to read was a clear case of writing without understanding. One good thing was that she had integrated the tutor's answers to the question into the plan that we had so laboriously developed. {Para 37}.

As has happened before the essay was surprisingly well written, given her linguistic difficulties, and I strongly suspected plagiarism from some commentary she had found. I issued another stern warning about this and once again she hotly denied the allegation, claiming that she had written the essay in Chinese and then translated it into English with the aid of an electronic dictionary (Chinese/English). I wondered how this electronic device was capable of producing the fine turn of phrase and use of figures of speech that now appeared in her writing! {FFU:4: Para 181}.

⁴⁵⁸ I had to explain that this was perfectly permissible - she did not like the idea of discarding one theory (possibly due to her Oriental background, which frowns on arguing with authorities). For all these reasons this essay presented more difficulties than I had expected. {FFU:4: Para 203}.

⁴⁵⁹ The question asked that she give a critical evaluation of whether or not Kwame Nkrumah was directly accountable for the economic and political demise of Ghana. The literature seems to suggest that he was responsible, and most students would probably have argued in agreement, but this student decided otherwise. Her decision was based on the fact that she was Ghanain, and knew her country and its various facets well. As a young person she also spent time in the company of the man himself, her parents considering him a close friend. She obviously had an insight into Nkrumah her fellow students did not have and could lift out what she considered to be inconsistencies in his representation. ...I felt very impressed by her conviction and advised her to follow on her instincts. {FFU:3: Para 238}.

⁴⁶⁰ This was another long and difficult consultation, as she understood neither the task nor the poems themselves. Fortunately, they are both favourites of mine, so I made a valiant attempt to convey their meaning to her, going through each poem line by line and explaining all the words she did not understand. I then tried to give her a mental picture of the scene set by each, and of the Scottish Highlands and the English Lake District as the background. Eventually she seemed to understand the poems, but then I had to explain the other task requirements, which was more difficult. I drew her attention specifically to the stanza in 'Daffodils' where Wordsworth tells of seeing the flowers beside the lake in his mind's eye when lying awake at night, and attempted to relate this to the requirement that students should discuss the extent to which the poet had the capacity to store such images for future use. {FFU:4: Para 108}.

⁴⁶¹ However, when I read through the draft and studied the guidelines given to the students for this report I realised that he had very little idea of the requirements of this particular task. He obviously had not understood the guidelines, as he had omitted some important sections specified for the management report. {MFU:1: Para 626}.

⁴⁶² I spent the consultation time trying to give him some of the vocabulary required for the discussion, just enough to enable him to convey his meaning in simple terms. I was not happy with the final product, but it was imperative that he hand in the report that day (his extended deadline) and this was all that could be accomplished in the time available. I felt that I had not really helped this student much, as his English was so poor that he had not understood all that I had tried to explain. {MFU:1: Para 46}.

⁴⁶³ Student attended school in Israel and Hebrew is his first language. His English is very limited, which will obviously be a serious handicap in his science studies. ...He brought a Cell Biology lab report which was to be written in the format of a scientific paper; he was able to interpret the practical results but not to discuss them, as he found it difficult to express his interpretation in English. {MFU:1: Para 10}.

⁴⁶⁴ Once I started looking at his actual draft however, it became clear that the student had not understood some of the topic aspects of the question. As he was Russian, his comprehension of the written text material was confused in places. He was however, exceptionally bright, and quickly grasped the concept of plagiarism and that he had plagiarised a great deal of his essay -(partly on plagiarism.) {MFU:2: Para 13}.

⁴⁶⁵ Helped him to group results into tabular form to facilitate interpretation ...Lab report was on analysis of foodstuffs for carbohydrates, proteins and lipids, fortunately a field which has been a major interest of mine. {MFU:1: Para 24}.

⁴⁶⁶ reiterated my earlier advice on the use of correct academic register in the sections on the companies researched and their BPR initiatives. These sections were still written in 'business jargon'. I helped her to rewrite some of the worst of this, in order to achieve the appropriate register, as she did not seem to know how to write academically in this context. being used to the use of jargon in her daily work. {FHP:2 : Para 280}.

and the main problem seemed to be one of audience; she used many terms that were probably familiar to economists at this level but were not clearly defined for a wider audience. {FHP:3: Para 16}.

Referencing: Outline of proper techniques needed. I did this in the consultation - [S] had no idea of what to reference, when or how. There is much that isn't sourced and should be. She has also taken a lot from [L's] articles - and not referenced it! {FHP:7: Para 15}.

Was in the USA last year doing a course in Education - only did one research paper at the end - which was basically a cut and paste of the internet and for which she got an 'A'. {FHP:10: Para 47}.

I had to explain the convention about use of the impersonal, passive form in academic writing. {FHP:13: Para 14}.

It was interesting to note that the uneven quality of her writing was directly related to the particular discourse she employed. When she wrote a

more straightforward, architectural history, the coherence and clarity of her writing were not seriously affected. However, when she attempted to switch to a (for her) less familiar theoretical and analytical discourse, the quality of her writing often deteriorated. {FHP:15: Para 86}.

Did her undergraduate degree at UNISA. Not experienced with essay writing. Unsure about managing this year. Not sure how the WC works....She's concerned about writing an 'argument'. Says she can't do it in Health Psychology....But she's unsure about what is meant by her 'own ideas'. {FHP:17: Para 10}.

⁴⁶⁷ However, as a scientist I could not divorce myself from the content of the paper and I noted some problems here that I regarded as even more serious. These were mainly concerned with a lack of integration of all relevant information into the text. Results presented in tables were frequently not mentioned in the main body of the paper and some findings that seemed important were not discussed at all. For example, one observed phenomenon that had been mentioned in the abstract, and therefore could be regarded as a highlight, did not appear anywhere in the main text. Furthermore, there was no real conclusion to the paper. {MSP:13: Para 13}. As a chemist the immediate question that arose in my mind was: why? There was no discussion of these findings and when I questioned him I realised that the reason for this was that he did not know anything about the chemical structures of these carbohydrates. Thus there was an element of conceptual difficulty. I was able to give him a quick lecture on the main features of the molecules, and the importance of degree of sulphation of agar, and also gave him possible sources of reference. There was a mention of banana pulp being a 'useful additive' in promoting the effect, again without further comment. I didn't have the specialised knowledge to help him here {Para 66}. They have consulted our Carbohydrate Group in the past and thus I knew that they would probably not do anything without the necessary chemical justification. Thus, this hour-long consultation turned into something like a chemistry seminar. {Para 67}.

It should be interesting and I may be able to give him some useful contacts through my own church affiliation. {MSP:2: Para 13}. I thought that [sup] had probably suggested this chapter, as his interest in Bonhoeffer is well known. {Para 59}.

⁴⁶⁸ He had consulted Cathy on an earlier draft of this extended abstract, which he had brought in while I was on sick leave. She had Obviously addressed the main problems very effectively, as I found very little to criticise in the new draft. {MSP:11: Para 67}.

It thus consisted mainly of equations and graphics, which I did not understand; I just had to assume that his supervisor had checked these. My input in this case was confined to the English text and was just an editing job, which was very boring. {MSP:5: Para 35}.

⁴⁶⁹ At the consultation he explained that he was a maths graduate and as such had not had occasion to write any essays previously. Thus it was evident that he was not familiar with referencing conventions. {MSP:4: Para 19}.

He told me he is feeling disempowered - most especially over his lack of writing experience. He says the present first year group contains 55 white students and 10 black students - 9 of which are foreigners. In other words, there is one disadvantaged student - which is disempowering. He said he's never had to write like this before. He feels desperate for help and asked me to tell him how to write an essay. {MSP:17: Para 129}. He feels at a great disadvantage due to his language. He mentioned that it even affects logic and flow - which there are still problems with. {MSP:6: Para 270}.

⁴⁷⁰ [S] has failed her last few essays and is concerned. She feels that she lacks general essay-writing skills, since at Unisa (where she completed her undergraduate degree) psychology students were not expected to produce essay-type answers. {FSP:1: Para 148}.

This LL.B student has come to UCT for the first time this year, having studied at Fort Hare for her B. Proc. She has had no previous experience of essay writing, as this was not part of the Fort Hare course, and is having great difficulty with her written assignments in her Law courses here. ...The lecturer's feedback was mainly concerned with the fact that she had not developed her argument logically and his other main criticism was that she had not expressed her own opinion but merely reviewed the published opinions of others. {FSP:2: Para 13}.

She said she had left it to give me an idea of her writing - it was not for marks, just an exercise. She is especially concerned because she is Afrikaans speaking. Has studied through UNISA and there they never wrote essays - just paragraphs in Afrikaans. {FSP:15: Para 13}.

She did her HDE at Cape Town College and has never written an essay. ...I found this an extremely difficult consultation. I'm not sure she should be here. {FSP:18: Para 19}.

⁴⁷¹ She is very nervous because she doesn't come from an academic background. {FSP:3: Para 38}.

[Has looked at old essays in the resource centre - surprised at bad quality of some and feels better over own writing]. {FSP:15: Para 109}.

⁴⁷² She said she is worried about the concepts of introductions and conclusions, and that of an 'argument' - which she finds highly intimidating. {FSP:15: Para 20}.

Did her undergraduate degree through UNISA. Has never written an essay before. ...'It's so different - I don't know if I'll cope'. {FSP:1: Para 26}. Had lots of questions around quoting, paraphrasing and own words and their terms. Asked if she could use examples from her own life. {Para 37}.

I spoke to [L]. There are huge difficulties understanding her topic requirements/actions - and, of course, the papers she has read (apparently she hadn't even read the one she wrote on). Also struggles to understand concepts. I don't think she sees herself as playing a role in her learning - seems to expect it just to be poured into her! {FSP:18: Para 46}.

Her selection of extracts is good - could engage with them more. Throughout, I feel she's just missing an engagement with the topic - I wonder if she wouldn't manage this well with more input on requirements of post-grad essay writing and more knowledge of academic discourse - although she manages this better than other B.Ed's whose work I've seen. Her own argument is not clear. Includes an appendage but no explanation. She doesn't quite seem to understand literacy - it's important to clarify this for the purposes of our present project (- done during consultation). {FSP:9: Para 30}.

⁴⁷³ In conversation, it is clear that [S] understands the concepts, but poor English skills often obfuscate this in the text. {FSP:1: Para 152}. A difficult case - she speaks well and clearly, but her writing is of poor quality. {Para 157}.

Her main difficulty arose from the very stilted English used in the reading that gave the Roman judgements; this was a direct translation from the Latin and bore little relation to modern English, so that it was not surprising that a second-language student could not understand it. I paraphrased into simpler English for her, and she then understood the judgements. {FSP:2: Para 27}.

She had thought of some interesting questions and we also discussed them. I think she has difficulties with the English language sometimes - didn't always understand the readings or what I said. Some of her questions were a bit off the topic and some of her examples were relevant to intelligence testing - but this was fine in a brainstorming session - we now sifted through her brainstorm. {FSP:9: Para 150}.

I may say that this in itself was problematic. I think that the lecturer must be a SL speaker as some of the subheadings were not clear - e.g.: 'Reasons for the importance of this problem', and the order of the sections was odd - 'Limitations of the study' came before an outline of the study was to be given. {FSP:14: Para 54}.

Huge struggle with English - didn't know what 'findings' or 'assumptions' refer to. I explained the guidelines. {FSP:18: Para 19}.

⁴⁷⁴ I then focused on the passages in which plagiarism was evident and stressed that these quotations from the literature must be paraphrased and their source acknowledged. I was surprised that it was necessary for me to explain this to a senior student; I suspected that she was resorting to plagiarism to mask certain conceptual gaps, but her answers to questions I posed seemed to indicate a thorough knowledge of the topic. Another possible reason was desperation due to shortage of time; the essay was due in a few days' time and she was relying upon an agency to type it for her and therefore had to finish the draft early to allow time for this. Whatever the reason, she was obviously embarrassed because I had detected the plagiarism, and I doubt whether she will deliberately repeat it. {FSP:14: Para 14}. however, the essay was still full of verbatim quotations that were far too long, even if they were acknowledged. This time it was evident that she was using this strategy to conceal her own

inability to express the concepts involved in some of the models. I questioned her extensively on these models and explaining them to someone who was not an expert in the field seemed to help to clarify them in her own mind. She thought that she would now be able to express the concepts in her own words. The problem of lengthy sentences remained, but was not as widespread in this essay as in the previous one; there was, therefore some evidence of improvement. I drew her attention to the worst of these long sentences and helped her to split them into shorter, clearer sentences. {Para 28}.

Plagiarism: General statements were lifted - badly from readings. Not supported or elaborated upon - I'm not sure they were understood. Thus much information was rendered meaningless. {FSP:19: Para 36}.

Was concerned about her language - I said it seemed fine - but it emerged that lots of it was lifted. We discussed the issue of plagiarism and referencing. {FSP:23: Para 18}.

⁴⁷⁵ However, there was more difficulty with organisation in this piece of writing; the genre of the journal paper was new to her and she was obviously not sure of the correct format. This was particularly true at the start. {FSP:7: Para 101}.

Normally I would have considered this just another issue of organisation. However, I was shocked to find discrepancies in several instances between her interpretation of the data in a table and the actual trends that were evident to me from inspection of the data. It seemed to me that she did not really understand some of these statistical data, which were not, in fact, gathered by her own research efforts but were a collation of those of others as they appeared in the literature. This may well be the underlying cause of this student's ongoing difficulties: the project seems to have been designed as a literature review more than a research project in the field, and the truth of the matter is that she does not entirely understand the pertinent literature. {FSP:11: Para 181}.

⁴⁷⁶ [S] brought in a marked essay - where [L] had pointed out that he recognised her contents - and wrote the page numbers of the book from which she'd lifted stuff, in the margins. She said she did not know what she had done wrong. I spent ages explaining why what she had done was not acceptable - what the purpose of essay writing was, etc. {FSP:18: Para 62}.

⁴⁷⁷ [S] still had to find someone to type the document for her - not being able to type clearly makes her time management very difficult. She was going to see her supervisor directly after seeing me, for the first time in weeks - there doesn't seem to be much guidance here. {FSP:1: Para 236}. Uses a computer but is computer illiterate - doesn't know how to spellcheck (I explained). I also suggested she try to do a computer course through ADP/ITS. {FSP:19: Para 43}.

⁴⁷⁸ I talked to her about information she could use from Environmental psychology - on space usage, etc. because she is struggling with literature on space utilization. She got excited with some of my examples - like homes facing the streets - versus- backing onto the streets - and how this affected socialisation of community members. {FSP:24: Para 172}.

Thus I had to spend part of the consultation time helping her with the depiction of these mechanisms. On asking her about these reactions my feeling that she actually understood the chemistry per se was reinforced; she possibly has difficulty in visualising the mechanisms in the generally accepted way. {FSP:22: Para 48}.

⁴⁷⁹ I don't really feel there's much help I can give here. Supervisor would be better - due to alien content to me. I don't want to edit this. {FSP:23: Para 104}.

⁴⁸⁰ She came to me for help, because as a SL speaker supervising SL speakers, she is worried about the quality of expression, and other language problems. Further, as this is the first time that she is supervising, she hopes that I will be able to offer some assistance with the theses of her students in terms of organisational issues and anything else that may come to light. {FFP:1: Para 25}.

⁴⁸¹ Is not finding the lectures enjoyable. Feels they're irrelevant to her interests/background. We spoke about ways of making her studies relevant to her own experience. - Take your own learning in hand - get into the driver's seat. She began expressing ideas on how she could do this. {FFP:5: Para 37}.

⁴⁸² She wanted me to have a look at an article she is planning to submit. I did the best I could considering the circumstances. I know nothing about Power Systems engineering! {FFP:1: Para 13}.

⁴⁸³ However, I was glad that I had seen the earlier sections too as there were several content-related issues, especially in the methodology section, that Cathy could not be expected to pick up. These were mainly related to procedural details (the staccato 'recipe' format had been retained despite Cathy's advice to the contrary) and there were some serious omissions, especially in describing the paper chromatographic method for QA of the radioactive complex used. Also, in his sketchy introduction of the use of this complex it was very obvious that he had no idea of its molecular structure and chemical composition, which properties seemed to be important in determining its interactions with cells. {MFP:3: Para 118}.

⁴⁸⁴ He has difficulties with language. Jumps tenses. Meaning not always clear - e.g. 'This seminar shows what measures states have at their disposal to enforce human rights which do not observe human rights'. Misunderstanding of terms on his part leads to a lack of clarity in his writing. {MFP:1: Para 24}. There is lots of editing needed - mainly due to his language difficulties but there is lots that I can't do because I can't make out what he's trying to say. Did much rewording. {Para 117}.

Paragraph breaks = odd. Too many paragraphs start with an example/'however'/'therefore' - continuation from previous paragraph. Lots of 'furthermore', 'nevertheless', 'however'. 'Upon', 'Hereto' - feels quaint language. {MFP:2: Para 34}.

Apart from these errors, however, I thought that his approach to the complex topic of the essay was remarkably good for a foreign student; the essay was well organised and coherent, and he seemed to understand the economic principles involved (this was confirmed by his confident answers to questions that I posed). {MFP:4: Para 13}.

[S] came in with a fellow student. They are both Law Masters students from Germany - struggling with English and especially with their long paper for one of their Law courses. {MFP:5: Para 11}. This seems more poorly written than his previous ones - ? maybe written in a hurry? Fair amount of repetition. Italics don't make sense. What about just putting foreign terms in italics?? His second section is a bit better written - perhaps because he was less tired - or has copied badly?? Lots of words that I don't know - could be legal jargon - e.g. 'delict', 'tortfeasor', 'constellations' (which, I found, he meant 'situations'). ...the principle of the actionability of the causing of pure economic loss. ... Sentences tend to get longer and longer. Long paragraphs - needs structuring. He copies quotes badly - are they translated copies? Tense inconsistency. Difficulties with prepositions. {Para 66}.

⁴⁸⁵ In the consultation I also outlined the elements of a writing task of this sort. He said that this is very different from back home; in Germany, the results are only presented at the end - until then, the reader is not informed of them. {MFP:1: Para 38}.

His friend, [S], also brought me a draft on the same topic. They have a very different way of presenting and organising their facts. {MFP:5: Para 42}.

ENDNOTES FOR SECTION 7.7: TOPIC

⁴⁸⁶ However, once again her tutor had chosen a topic for the essay that was an unusually difficult one. Students were required to discuss child abuse as depicted in the novel; this did not seem to me to be a major aspect that immediately sprang to mind (especially as other works by Dickens, such as 'Oliver Twist' and 'David Copperfield', explore this theme more dramatically) {FHU:1: Para 158}. They were asked to take up a position using the most recent literature on how the revised constitution addresses the rights of the mother and child in terms of abortion. Two issues were at play which made the construction of an argument quite difficult; the literature and the constitution for that matter isn't very clear about the extent to which the law can be interpreted. No precedent exists in this country either {Para 432}.

The task was divided into 4 parts, i.e. (i) identify behaviour, (ii) state why it was considered unacceptable, (iii) explain how it was eventually rationalised, (iv) state why it was then viewed more positively. Clearly (i) and (ii) were linked, as were (ii) and (iv), and (i) and (iii) were the most important parts of the task, requiring the most thought and writing. This, too, had confused the student, who thought that each should be given equal weight in the essay. This was definitely a case where the lecturer's well-meaning attempt at scaffolding had merely added to the confusion about the demands of the task. It was, therefore, necessary to spend some time explaining this aspect to her {FHU:2: Para 16}. the topic for the first major essay in [XXX], on whether the institutions of societies labelled as liberal could be said to support the ideals of liberal democracy...The readings were very long and diffuse. I tried to help her to find the points most pertinent to the essay topic and found some paragraphs on the characteristics of democratic societies and some examples of so-called democratic societies where ideals were most certainly not supported, e.g. some of the Latin American states. However, nowhere could I find a definition of the ideals of liberal democracy, which was obviously germane to the issue {Para 126}.

[S] consulted me on an essay on African ritual for her first-year course in [XXX]. Students were required to describe and analyse the significance of the cattle kraal in the ritual of the Ndumo, with special reference to 'its role in social dynamics'. She asked me to unpack the topic for her, and frankly I had difficulty in understanding it myself. I did not think that the task was worded anywhere near explicitly enough, especially for first-year students. Fortunately she had brought the prescribed readings with her, and I saw that all of these were concerned with the practice of ancestor worship. I realised then that what was required was a discussion of the sacrifice of oxen as an integral part of the 'rites of passage' ceremonies - celebrating birth, initiation into adult status and marriage, and mourning death - the reason for the sacrifice being to honour the spirits of the departed ancestors. Once we had worked out what the subject of the essay should be, she asked me to elucidate what was meant by 'analyse' and 'discuss' in the wording of the topic {FHU:19: Para 25}.

However, part of what she had written about the ox feast were impossible to understand. When I asked her about these during the consultation it became obvious that she had not really interpreted these parts of the reading correctly. I went through it with her, and must admit that I too had trouble in understanding some of the concepts, especially the rather complicated division into hierarchical groups to determine who received the best cuts of meat. Eventually I was able to decipher these parts of the reading and explain them to her, so that she could clarify this important part of her essay {FHU:20: Para 52}.

This reading has proved to be the most problematic for all the students who have consulted me on this essay {FHU:21: Para 13}. She struggled to understand the essay topic (me too! - we decided to read 'conclusion' as 'main argument') and one of the readings (me too - a lot of reading to say very little) {Para 24}. [S] still struggled with the Ortnier reading as well as the last question in the essay topic - Do the authors support or contradict each other; Explain. I also struggled and got some help from Shirley - which I used to clarify the authors' arguments for [S]. Basically Friedl says that the status of women in a society is dependent on their role in the collection of the valued life resources - e.g. where it is a hunting society, men are dominant - because they do the hunting, where the society is agriculturally-dependent, men and women are more equal - and fishing - because women take more part in the 'harvesting' of the resources. She traces these trends up till modern societies - where, when men are the sole breadwinners they tend to dominate, but when both women and men work, they are more equal. She illustrates these patterns and doesn't prescribe anything. Ortnier, on the other hand, accepts the subordination of women as a universal given - with no exceptions, - although she does acknowledge diverse and cultural variations. She wants change (i.e. equality). She tries to show up social and cultural sources of 'logic' that lead to subordination - implying that a knowledge of this will lead to change (although she doesn't say how). ...By the way, I think we should feed back to the department on the difficulty of this essay topic {FHU:21: Para 33}.

'To what extent is the Van Gennep classification applicable to initiation rites in South Africa?' The requirements for this essay task were not immediately clear to me, and I was grateful to Rose for providing a helpful framework for the Van Gennep classification, which enabled me to discuss it with the students {FHU:2: Para 264}.

⁴⁸⁷ Student pointed out rough draft (of Jane Eyre essay) was incomplete. Wanted to know if her ideas were relevant to the topic ('Reader, I married him.' How & why is this a happy ending?) {FHU:1: Para 479}.

For this essay however, she had chosen the topic of gender and work as she felt that she had some prior knowledge of this topic and was sufficiently interested to do a good job. This specific essay was divided into four parts and the student had some difficulty integrating the readings she had done with the tasks set out. We spent the consultation unpacking the each of these tasks and I asked her which readings according to her knowledge attempted to address the issues in these questions I also explained that readings provided in such an outline should only be seen as a guideline and that students are often required to do additional searches for appropriate material {FHU:10: Para 13}.

but said she had had difficulty with the topic and had gone to her tutor to discuss the topic and felt like 'she had been thrown in the deep end' by her tutor. She felt that her tutor's advice had conflicted with how she had conceptualised the topic and this led to paralysis and inaction on her part. The student had 3 essays due in the next two weeks but was crucially concerned with her [XXX] essay. The consultation was spent analysing the topic and key task instructions - she had difficulty with the brew/distilled analogy {FHU:14: Para 13}.

[S] did not know what the concept 'critical analysis' meant and how it should be applied. She also had problems with the structuring of the essay, made worse by the fact that she had to consider three texts in her discussion. [S] was rather pessimistic about the course stating that she did not 'really know what the course wants them to learn at the end of the day' {FHU:16: Para 39}.

She consulted me on a [XXX] essay, asking for a task analysis as she did not understand how the topic should be approached. The topic was the effect of stress factors on health; students were required to define the various stress factors and discuss the concepts relating these to physical health. They were then to use their own lives as case studies, and give suggestions as to how their lifestyles could be improved to minimise stress. I asked her a few questions to ensure that she understood the topic per se; it seemed that she did but needed guidance on the approach to such an assignment. I advised her to discuss the theory first and then give some applications before going on to the special case of her own lifestyle. This seemed fairly obvious to me but she seemed surprised {FHU:18: Para 22}.

The rest of the consultation was spent brainstorming a few topics, but the student did not feel ready to make her final choice yet. I suggested that she should come back with notes (made, rather than taken from readings) towards the topic of her choice, and that we could then do a more detailed talking through of the final topic {FHU:12: Para 14}.

[S] had to do this essay in a hurry, and couldn't work out how to narrow the topic down. We discussed ways of making the comparison focused. One suggestion was to focus on representations of the body in the two films, another was to develop a thesis concerning the 'subversive' nature of the respective texts {FHU:18: Para 44}. [S] felt she had problems keeping focus in her writing tasks in general. She wanted help to set the parameters for her essay. We discussed the topic with the aim of establishing her position. I questioned her and asked her to furnish examples to back up her views. In this way we were able to frame her views within the framework set by the question {Para 56}.

[S] was frustrated about the question asked in the assignment. I told her to write about it in non-academic terms to figure out her orientation about culture vs. genetics in determining gender roles. Then I suggested she organize her thoughts on paper ...Although she didn't think she had a very good grasp on what was asked by the professor, I think she did, and just needed someone to explain it to. She also commented that 'I'm not a good writer because I'm only a first year' which I found interesting, especially after listening to her tell me why she felt the way she did about the topic. If she'd had a tape recorder, she'd have had her 1500 words {FHU:19: Para 11}.

She meant to bring in a draft of her report but felt stifled - mainly through struggling to follow the departmental guidelines on report writing {FHU:21: Para 190}.

⁴⁸⁸ essay on leadership and rule amongst the Swat Pathans. ...I found this to be an interesting topic to discuss, we talked about the role of

multinationals in impoverished countries and of the role of organisations such as Greenpeace as alternative centers of power to nation states {FHU:2: Para 242}.

⁴⁸⁹ Students were given choice of 6 works of baroque period and required to describe and analyse one, and discuss it in its historical context. [S] had no idea of how to approach this task. After discussion he chose Handel's oratorio 'Solomon'. Made appointment to return to Writing Centre after he had found books that would serve as sources of information. No guidance was given by lecturer {MHU:5: Para 13}, and next visit, He had summarised the salient points on the oratorio, but had too much detail on Handel's life. I indicated which period he should cover, viz. the years in England when the oratorios were written {Para 35}.

⁴⁹⁰ I suggested that we look at the problem from a number of angles. The first tack we took, was to unpack the question to see if doing this might help him understand the question better. It was quite an involved question with many parts that would eventually have to be integrated, but it has been my experience that many students cannot do this successfully. With a subject like English, and with this topic in particular, students find it very difficult to marry thematic aspects with the more practical language aspects. I suggested that we only confine ourselves to the thematic for the time being. The task itself was about the relationship between the sender and receiver in advertising. In order to answer the question, the student had to do a run- down on a given advertisement, and discuss a number of issues. Aubrey and I went through the list of questions, and I asked him to give me his responses to the questions. I would then open up the question to debate, so that he could broaden out the topic. We did the same with the section on language {MSU:3: Para 27}.

When [S] consulted me on his first draft of the [XXX] assignment on soaps and detergents it was very evident that he had not done enough reading. He had confined himself to the first reference on the list and seemed to have only skimmed that, as he had not found all the salient points in this particular article, which was exceptionally clearly written {MSU:5: Para 36}.

He understood the topic and the reading, but was finding it difficult to identify the salient points to use in his answer to the tutorial question, for which there was a length restriction {MSU:6: Para 49}. He came as a 'walk in' wanting explanation of the topic for a tutorial assignment. This involved comparing and contrasting the arguments of Schlemmer and of Eldridge and Seekings on the issue of whether the 1994 general election was mainly a 'census on racial/ethnic lines'. Students were also required to state which argument they found the most persuasive and why. He did not understand what was required by the instruction to compare and contrast; he also did not know what was meant by 'persuasive argument'. I was a little surprised that a student could have reached this stage in the year without understanding these terms. I explained them as simply as possible; he seemed to understand then what was required {Para 60}. He has a choice of 3. I went through all three with him, but we focussed on the one he thought he wanted to do: 'Ultimately it was the nature of the trekboer economy which determined the fate of the Khoisan' - 'Discuss the disintegration of the Khoisan societies of the Cape interior in the light of the above statement.' (8-10pgs). Needed to have term 'fate' explained to him {Para 69}.

[S] is struggling somewhat to pull this one together. I think once more it is having to work with secondary representational sources, as well as not having a clear idea of what the task entails. Students are supposed to give an account of the similarities and differences between Cape and Brazil slavery. Unfortunately, [S] doesn't seem to be able to connect with the idea that he needs to be looking at how these differences arose {MSU:12: Para 47}.

[XXX] essay on gender roles. The task required a critical analysis of the statement that 'subordination of women is a consequence of biological factors and can not be changed'. There were 3 long, rather complex readings in which the biological and cultural factors defining gender roles were discussed; these were mainly concerned with hunter-gatherer societies but one extrapolated these factors to modern urban society towards the end of the article. The more modern factors were also required by the task, as students were asked to suggest how gender roles could be changed by changes in circumstances. This student did not know the meaning of 'critical analysis' and thus not even begin to engage with the topic until this was explained {MSU:14: Para 37}. I think that his question was quite complex, it was a comparative question about world-wide housing trends and SA housing policy {Para 93}.

'The relationship of Apartheid to economic growth is contentious. Why?' YUK! {MSU:15: Para 50}.

He came to discuss the essay entitled 1. Describe a situation in which you have actively shaped its outcome and 2.- Describe a situation showing how you were shaped by circumstances. I discovered that he understood what he read but could not speak what he wanted to say. ...However he wanted me to explain the topic to him to confirm whether what he thought matched with his thoughts. When I asked what he thought the question required he told me exactly what I would have told him. We therefore discussed how his experiences could be written in an essay {MSU:16: Para 11}. The essay was 'You are the person whose experiences you remember' The question was really tough for someone who was struggling to string just two correct sentences in English. I found the question tough for me and I had to ask him a lot of what they had covered in the lectures. Finally we were both having to read a few extracts from his course reader during the consultation. When I had got the gist of the matter I explained to him and also asked that he talks to his tutor as well {Para 33}.

The task on which he sought advice was not, however, related to his third-year chemistry, but was an essay that he had been asked to submit to the Atomic Energy Board as a bursary applicant. He wished to change to Chemical Engineering from 1997, and the essay was required to give justification for this change of faculty from Science to Engineering. The format was prescribed: the essay was to cover his views on the potential of the field, the types of career available, the benefits to society emanating from chemical engineering and the environmental hazards to be avoided. ...At the consultation it emerged that he had not really understood the meaning of the word 'potential' {MSU:18: Para 80}.

He said that this (essay on racial prejudice) is the first essay he has had to write at University. He is especially worried about stating and supporting his own views {MSU:21: Para 12}.

Explained action of compare/contrast required for evaluation of different methods of decaffeination {MSU:22: Para 11}.

Prejudice essay ...He hasn't done the readings. I explained what was required of the topic but he needs to do the readings before we go further. I also explained, at his request, the next - very complex - task for [XXX] - on TV news - requiring a recording and transcription of a news item; another question requiring an understanding of Marxist and Liberalist schools of thought! {MSU:23: Para 42}. Discuss one Psychological theory that attempts to account for racial prejudice. He says that although he has not taken notes, he has read Cochrane - and doesn't understand everything. ...Can't find Psychological theories. (Hasn't done the reading on theories - hasn't got the book and doesn't know how to get them. What are 'practical examples'? {Para 53}. Got reading late last night from a friend. Said it isn't available in the library. He understands the 'Social Reflection theory of Prejudice' but not the others - wants me to explain. I asked him to explain Social Reflection theory to me - he hadn't totally understood - I clarified. Clear now, but struggles to link it with Cochrane - lets look at the others. I explained Inner State theory (Psychodynamic) and Social Cognitive Development theory - we talked about the usefulness of this theory in considering ways of reducing racial prejudice in SA. Compared the different theories. He doesn't know who Piaget is and I explained Piaget's stages of development {Para 70}.

⁴⁹¹ The student arrived with her essay question and wanted help on how and where to start. The essay question focussed on the issue of sexual harassment. It was a difficult task in the sense that it required students to develop a definition of sexual harassment and then to propose ways of addressing this issue at an institution like UCT. I think the person who designed the task had made too many assumptions about what new first year students would know about this issue. In addition, it was a topic, which could provoke a personal response, although it was clearly stated that students should not do this. We broke the essay title down e.g. what it meant to 'develop a definition' etc. We then brainstormed what the student knew and had read about the issue of sexual harassment. We also talked about integrating readings and her own views on how sexual harassment can be defined and addressed {FSU:3: Para 13}. essay required students to discuss the effects of hidden curriculum and labelling in

schools. She obviously did not fully understand how to approach this task; her draft consisted of a series of apparently unrelated examples {Para 48}.

She came in in connection with her [XXX] tutorial - she doesn't understand the graph or the first question {FSU:6: Para 26}. She also wants to consult me over the next ...essay - for which she's struggling with the readings. She'll bring in the readings for me to look at in preparation for a discussion {Para 86}. She has given me her reading for the next essay - on Prejudice. She's read it but doesn't understand it {Para 125}. She wanted to talk about her third [XXX] essay - felt she again needed help with the readings. This is on TV news. There are 3 questions: 1. On the contrasting views (Marxist & Liberal schools) on the nature of 'news', 2. The categorisation of TV news items, 3. The use of language and its impact. Has to write 4 1/2 pages - involves quite a lot! She has done the reading - not sure if she's understood the Marxist and Liberal views - when I probed her, I realised she hadn't - in fact, she hadn't heard of Marx before. I attempted an outline of his teachings! She asked me about the concepts 'affinity', 'sequenced' and 'categories' - also 'thought-opposing'. I suggested she read 'Ways of Seeing' by John Berger and Doug Young's book 'Media and Meaning' {Para 153}. Now consulting over the essay 'Do babies need mothers?' Due on 28th. 'What is meant by the phrase 'the security of a child's attachment'? Outline a procedure commonly used to assess the security of a child's attachment.' I had to explain the term 'security' to her. She has done the readings - needed Cochrane explained - struggled with the language there. I explained 2 other questions briefly {Para 187}. Brought in reading for [XXX] - on 'The Developmental Model'. Asked me to explain it to her (!) And asked about the relevance of it to [XXX]. The Medical Model was easier! {Para 224}. essay on Lie detection. Wanted me to explain what 'Lie detection' meant and what it is all about. We unpacked the topic {Para 249}. [S] came in to talk about the bereavement essay - where students were given a case to read and asked a couple of questions on it. The text was written by the father of a child who had died before she was born about how they (the parents) had dealt with it - by celebrating the baby's life - together with the support from people close to them. [S] said she just couldn't understand what it was all about and asked me firstly to explain what 'Bereavement' meant. Once I had done that, she said that the questions all made sense to her. We did go through the case study together, however, and she struggled to understand the idea of how birth could happen after death - and, even more confusing, how people could celebrate 'life' on 'death' {Para 260}. 'Does unemployment invariably have negative psychological effects? What methodological problems make this a difficult question to research?' Doesn't understand the meaning of 'invariably' or 'methodological problems'. I explained what they meant and what the assignment required {Para 273}. assignment due tomorrow. - Where they are supposed to work in a group - interviewing three people each (on personality types, pool results and write a report. I explained what was required of the topic, especially the literature review, the difference between 'results' and 'discussion' sections {Para 283}. Topic: Describe how your lectures could use the content theories of motivation to motivate students in the [XXX] class. Interesting topic, but student did not write a lot on the practical issues that the essay required, instead she went into a lengthy process of comparing different theories of motivation {FSU:11: Para :88}.

Discuss the similarities and differences between a carceral institute and a mine compound. In your answer specify what are the main features of carceral institutes (b) how a carceral institute influences peoples' sense of self? and specify whether inmates in a carceral institute can be better describe as 'rats in a trap' or as 'con men'? {FSU:12: Para 34}. I don't really feel able to help with this because I don't understand the topic. I also found out that this essay is overdue - she had an extension {Para 50}.

I suspected that she had not understood the task, also that she understood little of the reading, hence her quoting at random from it {FSU:13: Para 53}.

She next consulted me for a task analysis in connection with the essay set for [XXX] students on definition of culture and how the transition to UCT might impact on a student's culture. In attempting to unpack this topic for her I found that she did not understand several of the key words (e.g. 'identify', 'notion', 'perspectives'). I tried to explain these as simply as possible. I felt sure, though, that the topic must have been scaffolded in the [XXX] lectures, and I wondered how much of these she was taking in. Having tried to explain the important words and concepts I then went through the approach to the topic, step by step, explaining that she should first give the various definitions of culture that she had found in the prescribed readings and then choose one that she thought was most appropriate in describing the feelings and experiences she had had on coming to UCT, {FSU:18: Para 54}.

[S] came in with a small seminar assignment which asked to comment on how 3 different authors viewed the issue. She was unsure of how to go about answering the question thinking that she had to somehow divide the analysis from her discussion of the three authors. I explained how I thought that the analysis was likely to emerge from her discussion of the 3 authors. She said 2 shared similar views, the third was slightly different. I said that this was already a kind of key/way to go about answering the question {FSU:19: Para 48}.

⁴⁹² She had written some points, but expressed the fact that the topic was feeling unmanageable. Also, problem of how to answer the question {FFU:1: Para 24}.

Explained task requirements and concepts that she did not understand Went through poems and explained words that she did not understand, as well as imagery {FFU:4: Para 103}. This was another long and difficult consultation, as she understood neither the task nor the poems themselves. Fortunately, they are both favourites of mine, so I made a valiant attempt to convey their meaning to her, going through each poem line by line and explaining all the words she did not understand. I then tried to give her a mental picture of the scene set by each, and of the Scottish Highlands and the English Lake District as the background. Eventually she seemed to understand the poems, but then I had to explain the other task requirements, which was more difficult. I drew her attention specifically to the stanza in 'Daffodils' where Wordsworth tells of seeing the flowers beside the lake in his mind's eye when lying awake at night, and attempted to relate this to the requirement that students should discuss the extent to which the poet had the capacity to store such images for future use {Para 108}. this time on Matthew Arnold's poem 'On Dover Beach'. Here again the imagery, metaphors etc, were foreign to her, as were many of the words, and I had to go through the poem very slowly, line by line, explaining everything several times. Just when she seemed to have gained some understanding of this poem, and I thought that the consultation was drawing to a close, she suddenly produced a modern poem, translated from German, on the evils of city life and asked me to explain that one too {Para 150}. I was shocked to find that the analysis of the poem was only part of the task; students were also required to give an opinion on whether or not it was typical of Victorian poetry. She had not even started on this part of the assignment, but her solution to this was to present me with a large volume of poetry and ask me to find some Victorian poems that could be used in the comparison {Para 221}.

She came in to speak to us about the topics for a [XXX] essay, and the bulk of the consultation consisted of talking through the range of essay topics with her, and explaining vocabulary in the topics, so that she would be able to choose which topic to do for the essay {FFU:5: Para 9}. We began on a new task, a tutorial assignment for Sociology I. The student had not done any topic analysis yet, despite the fact that we had focused on topic analysis during the previous consultation. Once again, topic analysis became a vocabulary lesson, as the student had not understood key words in the topic { Para 19}.

⁴⁹³ The student came to discuss an essay outline on a [XXX] topic entitled 'Carnivorous plants in South Africa'. He said this was the first essay he had to write and that he had spoken to the lecturer concerned about the broadness of the topic. His lecturer had told him to write anything he liked or was interested in. At the time of the consultation the student had not finished reading source material for the essay but wanted some guidance on study techniques because it was taking him such a long time to read {MFU:1: Para 57}. The project on which he was to report had involved computer modelling of the population dynamics of 2 species of whales {Para 499}.

Once I started looking at his actual draft however, it became clear that the student had not understood some of the topic aspects of the question. As he was Russian, his comprehension of the written text material was confused in places. He was however, exceptionally bright, and quickly

grasped the concept of plagiarism and that he had plagiarised a great deal of his essay - (partly on plagiarism.) ...I also had to assist him with comprehension of some of the reading material {MFU:2: Para 13}. He was obviously keen on the topic: 'Argue the case for/against the free market w r t human organs'. However he had no understanding of the free market and a mini economics lesson was given. Then it turned out that he only planned to argue one side & after establishing that the lecturer had told them to argue both sides, I showed him how to go about this. We discussed the topic and where he could go for more information {Para 33}. Given set-up and (I assume) have to write an essay. - Really badly framed topic! [S] told me they had to just write some advice and not an essay {Para 51}.

⁴⁹⁴ 'Is Schizophrenia Universal?'....She finds the topic very interesting. I must say I find some fairly narrow views in these essays on the concept of schizophrenia {FHP:1: Para 24}. Effects of Therapist termination on group process {Para 68}.

This post-graduate student from Zambia was working on her dissertation for her Honours degree in [XXX], her topic being the tax structure in Zambia {FHP:3: Para 13}.

Said she doesn't have a 'topic as such' at the moment. Is doing it on peace - contacting people who do peace work and interviewing them on their understanding of peace. Supervisor suggested that [S] look at a general understanding of peace (-building, -making, -work), then at the need for gendered perspective, then at a feminist perspective - leading to the question of whether there is a difference in understanding and ideas of peace between men and women - and on to future research. We spoke about the possibilities here and containing methods {FHP:4: Para 37}. 'Understanding peace in SA: A gendered perspective' {Para 74}.

This research proposal for her materials development course takes the form of a rationale for the materials she is going to create for the project. She intends to put together materials for tertiary, second language, 'high risk' students and her emphasis is to be on teaching reading for meaning - moving away from a product-based approach to a process approach. Her idea is to develop a critical awareness of materials in students as well as their language skills - by deriving meaning from what they have read {FHP:6: Para 36}.

She has written up her research conducted in the South African Gold mining industry {FHP:7: Para 13}.

'During the block, groups motivated why one of the following services: [she chose cervical cancer screening] was a top priority to be addressed'. 16 page draft - only 6 page assignment was required {{FHP:8: Para 78}. Issue - integration of Health Services. Case study - Combination of PAWC (Provincial Association of Western Cape), Durbanville and City of Tygerburg. She has worked in this clinic for three months now. City of Tygerburg is still focus on mother and childcare, PAWC is still focusing on curative services. - All under one roof but not integrated. [S] wants to achieve functional integration. Hence her objectives {Para 245}.

'The Internet, Electronic Markets and the role of the intermediary', {FHP:9: Para 85}.

Her topic was to be the psychological impact of HIV/AIDS and the influence of psychosocial support on such patients. I found her research proposal very interesting but it was indeed incomplete. She had attempted to give some sort of theoretical framework by including a brief literature review, but this was rather sketchy. However she explained that little work had been done on the subject - in fact none outside of the more highly developed countries like UK and USA - so that there was a paucity of literature pertinent to her proposed research {FHP:12: Para 12}.

labour practices on deciduous fruit farms in the Elgin area {FHP:13: Para 13}.

'As a result of its position in the global community and its own turbulent history, SA currently faces a period of very rapid change and adjustment. OD provides a set of ready-made strategies and solutions which are invaluable in assisting South African organisations of all forms to confront this climate of change. Critically discuss' {FHP:16: Para 59}. 'Constructing the empty self' - using self-psychology' {Para 135}. own topic ...chosen depiction of children in Art through the ages {Para 158}.

jealousy and using Melanie Klein. ...They haven't been given a written topic - just told in class to look at a case study (given) and then find a theory to write on using the case study. [S] says that the concept of jealousy doesn't really appear here - she will extend it {FHP:17: Para 16}.

'What are Primary School teachers current perceptions of their role and how does this relate to the construction of a teacher in Curriculum 2005' {FHP:18: Para 140}.

You are asked to make recommendations to the professional board for psychology on language proficiency requirements for clinical psychologists to practice in South Africa. Provide your recommendations, together with a carefully argued rationale for them {FHP:19: Para 38}. She decided not to use a journal article but rather a pop-psych book called 'The Rules' - on showing women how to find husbands {Para 216}.

Now doing a post-graduate in marketing. This is first assignment for Consumer Behaviour course. Given scenario and asked to advise one of the parties. No guidelines given on presentation. (She said she didn't mind how it was presented) {FHP:20: Para 463}.

He topic is 'Critical Success Factors deemed necessary to make a successful transition to Object Orientation: Identifying the CSF's in 3 insurance companies making the transition to OO and comparing them' {FHP:21: Para 14}.

⁴⁹⁵ a tutorial assignment for [XXX], which involved interpretation of the concept of *emancipatio tacita*. She did not understand part of the task, which required interpretation of 2 judgements recorded in Roman law and re-definition of the concept to apply to the modern South African context {FSP:2: Para 26}.

This student, who was starting to write her thesis for her M.Sc. in Analytical Science, {FSP:8: Para 13}. Two years after obtaining her M.Sc. [S] was ready to write her Ph.D. thesis, having continued in the same field, under the supervision of [sup]. Her area of interest was the preparation and characterisation of low molecular weight Cu complexes of possible application in the treatment of rheumatoid arthritis {FSP:8: Para 179}.

Masters in Socio-legal studies. ...Hasn't decided on a topic. Wants me to tell her what to do first. - I suggested she decide on a topic so we have something to work with - hands-on! Actually does have some ideas for a dissertation - doesn't want me to see her draft yet {FSP:10: Para 11}.

Still on this research proposal. Every time I've seen [S] and asked her to justify/talk about her focus, think about the main issues at stake, she has landed up almost 're-writing', changing the entire focus of her research. This time I got more frustrated than usual (and I think that this annoyance showed through, by the end I wasn't really keeping my cool). I wonder though we discussed effectively, whether she was able to communicate effectively to me what the issues at stake are in her project. She keeps referring back to her supervisor's suggestion of looking at alcoholism from the issues of race, gender, class. So it sounds like this really wide sweep, all-inclusive research to look at 'who are alcoholics?' But conversation with her has gone on around and around various topics, e.g., ok focus on the area of people most at risk, the notion of, is alcoholism a developmental issue? etc. It seems that she's been swayed to do more and more diverse reading, but it hasn't been helping her. I wondered how she picked her topic, discussed this, sounded like she was trying to convert something from a previous assignment but that the previous assignment was no longer relevant {FSP:11: Para 84}.

she consulted me on a task that involved writing a review of a journal article. For this purpose she had chosen the published version of a BBC lecture by Tony Binns (University of Sussex) on the political geography of and development in the new South Africa {FSP:13: Para 20}.

She submitted a draft of one chapter of her thesis, which was on the topic of mobilising men against rapists. This was the chapter in which the research problem was to be stated {FSP:17: Para 33}.

⁴⁹⁶ [S] is currently doing a masters degree; she is a Russian economist lecturing in the Electrical Engineering dept. focusing specifically on Power Systems Engineering {FFP:1: Para 13}.

another long essay, this time for the half-course entitled *The Criminal Justice System in Transition*. Her topic was the accommodation of informal justice systems together with formal systems within the judicial framework, and she had drawn examples from various countries in illustrating how this could be approached {FFP:2: Para 26}.

Article to be published in 'Health Policy and Planning Journal'. ... Title: 'Willingness to pay for Social Health Insurance: A Case Study of Kampala (Uganda)'. 'Co-written' with [sup] {FFP:3: Para 345}.

[S] is a PhD student Her thesis is 'On the Teaching of Writing' {FFP:4: Para 10}.

'Attaching monetary value to Uganda's wetlands: The way forward for their sustainable use' {FFP:5: Para 10}.

Research proposal: Integrating environmental education into the curriculum of Uganda Polytechnic Technical Kyamboyo. For M.Phil {FFP:5: Para 78}.

⁴⁹⁷ HOME LANGUAGE:

[S's] essay is on 'Data Warehousing - Another fad or a viable technology?' {MHP:1: Para 17}.

This mature student had come from Kenya, where he had held a senior position in the Medical Engineering Services Directorate (which he had helped to establish) in the Ministry of Health in that country. He had carried out doctoral research in the Department of Biomedical Engineering at UCT Medical School, which had involved an extensive cross-national survey of the problems encountered in procurement, utilisation and management of technological equipment for health care in the 2 countries, i.e. Kenya and South Africa. He was now writing his thesis, and had been advised to consult the Writing Centre by a member of the Health Economics Unit who had consulted Cathy {MHP:2: Para 12}. This consultation was devoted entirely to the revision of his manuscript for SA Medical Journal {Para 219}.

The essay was on the factors affecting retention of IS staff by companies. I was concerned over the choice of topic, as this seemed such a 'soft' issue, but he assured me that [L], had done some research in the area. As [L] was to mark this essay it could be presumed that the topic would be acceptable {MHP:3: Para 121}.

SECOND LANGUAGE:

This Master's student in Religious Studies consulted me on a summary of his research proposal that was required to support his application for a CSD grant. When he came for the consultation he brought with him the guidelines for the writing of such a summary and I found that he had not covered all the aspects stipulated, e.g. he had not given sufficient detail on his proposed methodology and no estimate of the time required for different phases of the project {MSP:2: Para 13}.

This mature student from Swaziland was working for his M Ed. in mathematics education. He first consulted me on a major essay that was a requirement for his coursework; this had to be on a topic related to pedagogic practice in school mathematics. He had chosen to write on assessment practices and in particular to debate the question of whether or not these affect the methods of teaching maths {MSP:4: Para 13}.

This postgraduate student was writing his Master's thesis in Chemical Engineering, his topic being optimisation of the design of heat exchanger networks, {MSP:5: Para 13}.

His thesis is 'An investigation into the incidence and sources of teacher stress in rural secondary schools in the Northern Province' {MSP:6: Para 27}.

As part of his Master's programme he was required to give a seminar presentation, of which written copies were to be distributed to staff members and postgraduate students, and he had brought a draft of this for my attention. His topic was the role of the church in the 'African Renaissance paradigm' {MSP:7: Para 353}.

[S] returned to the Writing Centre when he was writing his M.Sc. thesis, his topic being a continuation of his Honours research on geothermobarometry of kimberlites. At this stage he submitted a draft of the introduction only {MSP:8: Para 51}.

His original title read, 'Restoration of Land: As a Theology for Life Towards a Biblical Jubilee in South Africa' {MSP:10: Para 13}.

This student had been carrying out research, under the supervision of [sup] (Chemical Engineering) on aspects of froth flotation processes for extraction of minerals from ores. This was originally to be an M.Sc. project but it had been converted to a Ph.D {MSP:11: Para 13}.

This was a mature student who had recently come from Kenya to join the Botany Department at UCT for his Ph.D. research. He had drafted a paper on his earlier studies of the symbiotic germination of orchid seeds in the presence of fungi in vitro, which was an approach that was being adopted in Kenya in attempts to preserve some orchid species that were in danger of extinction {MSP:13: Para 12}.

FOREIGN LANGUAGE:

[S] is doing a Masters in Nuclear Medicine {MFP:3: Para 10}.

He brought a draft of an essay on the application of econometrics in modelling the South African economy {MFP:4: Para 13}. This essay, on testing for causality in the relationships between money supply and inflation (Consumer Price Index) and between the Rand/Dollar exchange rate and CPI {MFP:4: Para 48}. Having completed his coursework and passed exams at end of 1994, [S] is now writing his thesis for his M.Comm. His topic is: 'Real cost of government indemnity housing scheme and application of option pricing theory' {Para 73}.

ENDNOTES FOR SECTION 7.8: ORGANISATION

⁴⁹⁸ FHU:1: Her organisation comes together, after the first consultation. Then issues such as relevance, approaching the topic and issues around content were dealt with in the following consultations, and again, C noted that the organisation had come together – as well as the introduction and conclusion. The following consultations dealt with issues in the introduction, cohesion, integration of information, coherence and linking of parts, and then a consultation dealt with issues in the conclusion. Further consultations dealt with conclusion issues and then the organisation came together again, however there was still a bit of work needed on the conclusion. The pattern continued – with cohesion and organisation coming together, and referencing, and various other – now minor – issues.

FHU:6: It was some time before the consultant actually dealt with any writing here; more pressing was the student's need to have some counselling and sympathy – wanting others to make things easier for her after undergoing severe trauma and illness. Eventually, the student was calm enough to work on a piece of writing she had brought to the consultation and the consultant writes *My first impression of the issues here were those of clarity, elaboration and support and I went through both questions with her indicating where she could give more detail. It was nice that there were a lot of instances where she had actually done this – especially in the second answer. As we discussed further, she came to the conclusion that the issue was one of register/audience – she expected the marker to know what she was talking about and so didn't bother too much with the detail.* {Para 80}, I don't think this is just an irony – her realisation of a sense of audience – in her writing and her consultations marked a turn in both.

FHU:15: Beginning: *You need to engage with topic discussion and readings! Conclusion - too much shoved into one paragraph. All new ideas (- 4 references as opposed to 1 in rest of essay)* {Para 39}. — end: *In the body of the essay she had not been entirely successful on integrating all the wealth of information she had gathered into the appropriate sections, and as a result there was a lack of cohesion and coherence. There were too many sections and some of the main points were repeated several times in different sections. I helped her to group her points into cohesive paragraphs, coherently linked, so that this repetition was eliminated* {Para 138}.

FHU:21: This student made good use of the Writing Centre and all sorts of issues were dealt with, however, let's look at one through this series; that of working with her references: dealt with in the second consultation: *We spoke about these two views and also about her draft - which dealt with Friedl but not Ortnier. She had listed all of Friedl's examples - with details but no analysis. I suggested they be grouped, along with explanations of them - according to Friedl's argument. I also gave input on the use of referencing - she had bracketed references all over - after each idea, and no direct quotes, - 1 paragraph contained 6 exact same references* {Para 33}. A couple of consultations later, *This brought us on to the structure of her argument - she had planned to describe each perspective in turn and then go on to her own opinion, ... again I suggested an integration - concentrating on her chosen perspective - using that as the centre of her argument and comparing the other perspectives in relation*

to it {Para 54}. And a couple later, *We had a quick chat about her structure - whether she should include the criticisms of each approach, how and how much. I pointed out the importance of referencing (because I gathered that her crits were actually those of Haralambos, one of the authors of one of her readings), and suggested that she support these criticisms with her own examples - in order to put something of herself into her discussion* {Para 78}. A couple more: *Her 'conclusions' were arrived at very hurriedly, and as a result, they made little sense contextually. Here I explained to her that she would have to summarise what she thought the major points of the respective writer's interpretations were, and what Asad's major point of criticism of Barth was, and also why she thought this. Her essay also contained minor referencing errors: here and there she did show the source(s) but most of the time the page numbers were absent* {Para 103}. And after a series more, *After reading it, I discussed the issue of referencing with her. She tended to reference every sentence and every point - no matter how common the knowledge was. She also didn't include page numbers in her references. Otherwise her essay was fine - I pointed out slight repetition, need for clarity and suggested that she be a bit more explicit about why she was concentrating on the conditions (i.e. because they contributed to the rise of the ICU). Nice introduction* {Para 178}. At one of her last: *I pointed out the fact that some detail was left out, which sometimes rendered her discussion difficult to follow. Referencing - didn't need to reference at beginning and end of each sentence. She had some other queries to do with layout - over which the Psychology dept appears to be rather strict* {Para 188}.

FHU:19: In one of her earlier consultations, *The consultation time was devoted mainly to this issue: I explained the purpose of the introduction and what should be included in it, and then modelled for her what might be a suitable introduction in this case. I also addressed the question of division of the body of the essay into cohesive paragraphs, each concerned with only one main point and some elaboration of that point. Having explained this I showed her where the paragraph breaks should come in her essay* {Para 36}. And a short while later, one of her last: *A lot of the work of the consult. was in fact writing together, I suggesting where stylistically there were gaps, where the writing was 'suspended'. By this consultation I had drawn up an essay plan from what I had understood to be the main points. This helped me identify discrepancies, those points which were still out of order. I presented her with my suggestions and we discussed these* {Para 65}.

FHU:7 Her first consultation revealed major issues of organisation, focus and related such as coherence, cohesion and even understanding of her readings. These were dealt with and revisited through a series of consultations, and in one of her last, the consultant notes *Her draft report was well organised and I was quite impressed with the content, which showed evidence of some original thinking and sensitivity to her surroundings* {Para 106}. Although the consultant still dealt with issues of elaboration, integration of information, conclusion and later again, conclusion.

⁴⁹⁹ *Her draft was rather disorganised so we had to organise the relevant sections as required by the topics* {Para 20}.

⁵⁰⁰ *There was a slight improvement in the way she had organised her paragraphs but some of her ideas were not easy to follow. She would jump to new ideas within the same paragraph and return to an unresolved issue much later in the essay* {Para 28}.

⁵⁰¹ *Her introduction needed reorganising as the various aspects mentioned in the thesis statement did not follow the order in which they were discussed in the body of the essay. ... Cohesion and coherence were poor throughout the essay, and she needed much advice on paragraph breaks and on the order in which paragraphs should follow in order to build a logical argument* {Para 118}.

⁵⁰² *The first part of the report, which was a literature survey on the different perceptions of different societies and cultures to the AIDS problem was quite well organised and clearly written. However, when it came to reporting the findings of her own research through the interviews, there were some bad lapses in coherence, e.g. what was obviously a general conclusion had been inserted in the middle of her analysis of the responses of the individual participants. At the end she had summarised the main findings to some extent but there was no real conclusion* {Para 174}.

⁵⁰³ *The problem was with the structure of her essay, which had misplaced paragraphs. This made her facts all mixed up and her argument less convincing* {Para 193}.

⁵⁰⁴ *She had expressed some interesting and original ideas, but lack of organisation in the draft had prevented the proper development of argument* {Para 10}.

⁵⁰⁵ *I found that she had read the ideas of 3 philosophers on the question and had extracted what seemed to me to be very pertinent points. However, as in her previous consultation, I had to focus on making order out of chaos, as the points were again given in somewhat haphazard order* {Para 22}.

⁵⁰⁶ *As before these were in random order, and I had to advise her on organising her points into cohesive paragraphs. I also made some suggestions on general conclusions that might be drawn from the argument that was developing* {Para 37}.

⁵⁰⁷ *Advised her on integration of information from various sources Helped her to group points into cohesive paragraphs* {Para 61}.

⁵⁰⁸ *Her verbal explanations are much more lucid than her writing. She says she tries to write in simple language because she's afraid of being accused of copying (a habit from school) but tends then to lose her intent and meaning. Needs more confidence* {Para 105}.

⁵⁰⁹ **MHU:1:** *S was off focus, also queries on task action words and referencing - general. On a skim, I saw that there wasn't much in his draft that actually related to classical architectural style. ... Also asked about referencing. Has found a whole lot of articles in the City library files - not taken down any of the references* {Para 30}. Next visit dealt with referencing pictures, compiling bibliography, menu of essay writing, introductions and flow through themes in his essay. {Para 73}. C responds to his draft in the next consultation. *Discourse would need attention - but not at this stage. (His restructured organisation looks good). Elaboration needed - e.g. What is pleasing about the colour and form of the interior? Links not always made clearly enough - e.g. Where - general classical style and where City Hall* {Para 93}. Otherwise S failed to bring drafts or pitch in time for his appointments.

MHU:2: S's problem was with his approach to his written assignments - where he tended to leave them until way after their due date and then write them in a mad and very anxious rush. C attempted to guide him towards a calmer process approach, with better timing and planning. After a couple of discussions and C's explanation of the mind-mapping technique, S came in during his drafting process (at the stage of structuring his assignment), where he had managed to use some of her techniques and remained calm whilst draft writing. *He managed a mind-map on part of the paper. Said he wasn't as panicky and so it was an easier task than usual - pleased. He showed me this. I asked if he'd got an idea of what to talk about from it and he outlined for me: * Introduction * Degenaar's argument and conclusions (various) * [S]'s criticisms of Pl. Democracy (various) * Solution: Do away with ethnicity in the constitution (various sub-points) * Conclusion. Next step: Draw up a similar skeleton for the whole paper and bring it in tomorrow* {Para 86}. S did not manage to consult again before handing it in, but had, in fact, managed to hand in on time. He left C a copy of his final version. C reports her impression: *I felt there were some interesting questions raised in it. I think it was left hanging at the end though. Looked like he'd written it quickly* {Para 178}. C's reported impressions on another assignment of S's - where he was less successful at a calm attempt were: *Writing ok but speedy. Reading it feels like whoosh! and there are careless gaps - e.g. doesn't tell reader that slaves/African cultures believe in God. I had a number of questions - e.g. Was God part of their cultural heritage? Clarity needed at times. [S]'s argument doesn't convince me, actually. References are done badly. Doesn't use quotation marks - he reckons this is ok in a seminar paper, then agreed it was a bit slack* {Para 207}.

MHU:3: A first draft reading of S's work revealed difficulties with focus, flow, elaboration and integration of others views. *He tended to lose focus, getting bogged down in giving a detailed history of information systems in existence before the concept of data warehousing evolved, (in fact, he mentioned the fact that he just didn't know how to tackle it all). ... His flow was stunted throughout his writing - with no introduction of terms, little linkage of ideas, no explanation or analysis or support for ideas or references, and the misuse of words such as 'therefore', 'thereby', 'and thus' (i.e. not serving to link 2 ideas adequately)* {Para 24}. And similar issues were raised in the next consultation on a draft reading - viz.: paragraph structure, link and flow and organisation of ideas, as well as issues around referencing and commenting on his author's views, and

some more minor technical advice. His writing consisted of long sentences and only one sentence per paragraph. I felt there was too much itchy bitsy stuff and that there was now a need to start making bodies of ideas - to cluster them together and work on links. ... We discussed the need to cluster his ideas and link them to each other. We discussed the organisation of his assignment and looked at how to structure and divide the subsections. The essay as a whole needed some organisation of structure - he had different parts of similar sections all over and many repetitions. I suggested that he literally cut and paste - he liked the idea. I also suggested that after having done this, he check the purpose of each section. ... We also discussed his referencing techniques - what is contained in a reference and what in the bibliography. Much of his information has been taken from the internet - which is not easy to reference as authors are often not known - no doubt to become a juicy addition to the plagiarism debate! I pointed out that there was a problem with using quotes/references in isolation - without any comment from him or linkage to his ideas and I suggested that he watch out for mere lists of other peoples' ideas. His conclusion was on the right track - but included a quotation left hanging. I advised him to put his list of terms in his Appendix in alphabetical order and suggested that he include a Table of Contents {Para 35}. Further tidying up occurred in the next consultation. His introduction still contained one (long) sentence per paragraph. It also still lacked an indication of the contents of his essay. I was concerned that some of his references were not in full sentences, and that some of his lists and quotes were not referenced - when I pointed these out, they appeared to be editing errors. I suggested a slight re-ordering in his conclusion - so that it ended on a positive rather than a negative note {Para 46}. General improvement was noted in the following report, although issues around his use of quotes were dealt with once more. The essay was well organised and sharply focused on the topic. ... My only major criticism of the draft was that he tended to undo the use of long verbatim quotations from the literature, instead of making more use of his own words and opinions. ... Another problem was that some of his numerical data (predictions of growing market share, etc) were not clearly presented; I felt strongly that they needed illustration by the use of bar diagrams. ... He acknowledged his tendency to use verbatim quotations, but said that he felt that authorities on the subject expressed these ideas better than he could. However, when I told him that excessive quotation was tantamount to plagiarism, he promised to paraphrase most of the quotations. We discussed ways of presenting his data on increasing market share and potential market of object-oriented databases, and he agreed that a graphical presentation would be clearer than merely trying to express the comparison and prediction in words, as he had done in the draft {Para 57}. Similar but lesser responses were reported later, Refs: Page numbers? Isolated paragraphs - links need to be clearer. ... Refs - put their words in quotation marks and their ideas in your own words can use something like 'According to...' Comment on quotes, don't just leave them hanging. Subsections need to be linked. Writers' opinions not distinguishable - I can't hear your voice! ... Linking between sections. Lists with references - make no sense. Sometimes sources not given but obviously necessary {Para 75} and little reminders occurred through subsequent visits, although his writing developed steadily. Diagrams nice - your own? or source? Careful of bulleting stuff with some explanation and then using these same bullets as further subheads with further explanation - gets confusing and repetitive {Para 89}. Actually, much of his stuff was direct citing - together with his comments {Para 94}, Some slippage into author lists. Much more flow and generally well written. Occasional rounding-off statements needed and some more commas {Para 106}.

⁵¹⁰ FSU:1: Audience: Must define terms such as 'Bergie' - explain how this is different from the term 'vagrant'. Determine who your audience is. If your audience is more than [L] (which would be worthwhile), explain the suburbs - in terms of class and 'mines' etc. Include a map of suburbs and, perhaps, of the area {Para 31} audience; definition of terms. Be more assertive. Own your statements. Don't attribute them to generalised masses {Para 63} assertiveness/writer identity. Sentence division - different thoughts have different sentences. ... Extra details needed - e.g. if there are restaurant owners that give them left-overs. Give reasons why none of them slept in a night shelter. There is lots of need for extra information - literature/results/analysis. Need to say more on lifestyle - e.g. amusement, leisure, interests, approximate time allocated to work/food/leisure, etc., alcohol, drugs, physical abuse, 'team spirit', etc {ibid} sentence structure, content - elaboration. Generally - much of this should go in the Literature Survey. Results should have more of YOU in them. There is really interesting stuff here - it's worth putting extra effort into it. They asked me if it wouldn't be a problem if, say, alcohol came into a number of themes {Para 80} organisation, own voice. The main problem in the draft was that some of her points had been presented in an illogical order so that her argument (that it was not immoral) did not develop smoothly. She had included a paragraph in the middle of the essay in which she had given what amounted to a conclusion, but her conclusion as such was very weak. Thus most of this consultation was devoted to helping her to order her points more logically, so that the argument flowed better, and to summarise this argument at the end in order to draw a conclusion {Para 196} logic/flow of argument. References sometimes used when not necessary! - e.g. when stating year in which a union was formed. Otherwise, tends not to be clear as to how much of the text is being referenced. I strongly recommend the use of subheadings to help with focus and flow {ibid} referencing, subheadings.

FSU:8: She obviously had no idea of organisation of points or of developing an argument. Points were just listed at random, with no links between them or further discussion of them. In this essay she had concentrated mainly on the power given to all the people in a democratic state by virtue of their right to vote. However, in the middle of a number of sentences in this vein, i.e. making the point that power resides with all the people under these conditions, she had occasionally included a digression about wealthy people or those in high positions having more power than others. I tried to help her to group her points into cohesive sections, first discussing the extent to which all those of voting age had power and then touching on the cases where some were more powerful than others, and encouraged her to elaborate on these 2 somewhat contradictory themes. However, it was a very tenuous argument that was developed, and I felt that she had not given enough thought to the question {Para 11}. logic, cohesion, elaboration.

FSU:11: I suggested she make more use of paragraphing. Her ideas were a bit jumbled in places and we worked on organisation. We cut some repetition of case examples out to keep to the word count of 2000 words {Para 35}. paragraph structure, focus, repetition. The structure of her essay was a bit problematic because she did not group her facts in a uniform way. A paragraph that belonged to the introduction was at the end near the conclusion etc. She also had a problem with referencing and she acknowledged this at the beginning of the consultation {Para 56} cohesion, referencing.

FSU:12 In attempting to address the problem of poor organisation, I gave her extensive written feedback in which I indicated as clearly as possible in what order the various paragraphs should follow in order to develop some sort of argument (e.g. I advised her to describe the American experiments and their findings first before attempting to apply these to real-life examples of mindless cruelty) {Para 105}. cohesion. it seemed that the focus on Eugene de Kock was because he had been mentioned in the prescribed reading in the course reader; obviously her reading and awareness of current events did not extend beyond that {ibid} - relevance.

FSU:13: During the consultation I focused mainly on the organisational problems, explaining to her that a paragraph should contain only one major point, with relevant details, and that to mix indiscriminately sentences about, for example, both the causes and the conditions of poverty as she had done was confusing to the reader. I also explained the necessity for linking sentences between paragraphs, to guide the reader to the next point to be discussed {Para 11} paragraph structure, cohesion. What she had written was hardly even an outline; it was largely a series of quotations from the textbook, many totally unrelated to the topic as set, and in random order, with no attempt at organisation. I suspected that she had not understood the task, also that she understood little of the reading, hence her quoting at random from it. She obviously had no idea of organising an essay and structuring an argument, despite the extensive guidelines given to these students {Para 53} cohesion, focus, references, cohesion.

FSU:14: During the consultation I spent some time advising her on cohesion and coherence: for example, I suggested that she discuss each of the stages of grief in a separate paragraph and helped her to write linking sentences to introduce the different sections of the essay, such as the differences/similarities of the mourning process in different cultures, factors affecting whether mourning was normal or disordered, etc. I also

pointed out where unnecessary repetition of points had occurred, generally where issues were discussed both under the heading of normal stages of grief and as factors or symptoms in disordered mourning, or sometimes when the discussion was related to her case study in particular. I helped her to eliminate this repetition, and then spent the rest of the consultation time advising her on writing a conclusion to the essay. Explaining that this section should summarise the gist of what had been covered in the essay and perhaps draw attention to its practical implications. I advised her to summarise the course of normal mourning and the symptoms of disordered mourning and suggest referral to a trained bereavement counsellor when the latter symptoms become apparent. She drafted a concluding paragraph on these lines, and it seemed to make a satisfactory conclusion {Para 49} – cohesion, coherence, repetition, conclusion. Next visit was similar issues, and next: after which I drew up a plan for the essay, according to the requirements of the task, which she now understood. In the draft she had interspersed arguments in favour of bureaucratic control with those in favour of democratic workers' control, so that it was impossible to discern any kind of argument. I advised her to present first one side and then the other, before giving her own opinion as required. I also pointed out to her the quotes that were unacceptably long and advised her to paraphrase these; I had to explain some that she did not understand {Para 73} – logical flow, structure, references.

FSU:17: On reading her draft I could see that the problem lay mainly in the section on the different types of filter, where she had described each one, its characteristics, and its advantages and disadvantages at length. I suggested that a tabular presentation of these data would not only considerably shorten the report but also facilitate comparison. She was also experiencing difficulty in drawing conclusions regarding cost-effectiveness from the factors affecting sizing, which factors she had presented in the form of an equation but without any interpretation {Para 50} tables, drawing conclusions. A later consultation reports: Her problem, as she saw it, was that she 'did not know how much of the theory to include'. However, it became evident to me during the consultation, when we started discussing what could be considered to be the salient points of the theory, that the real difficulty was that she did not really understand some of the theory of CC distribution. She was unable to answer some of the questions that students were required to answer in writing up this experiment, the focus of which was on the determination of loading and flooding points in CC columns containing different packings. I emphasized to her that the questions indicated that packing characteristics were intended to be the prime focus of the report {Para 121} – focus.

⁵¹¹ **FSU:3:** Helped her to organise her points into paragraphs and to group them in logical order {Para 23}. Helped her to organise generalisations into coherent order for conclusion of essay {Para 34}. She obviously did not fully understand how to approach this task; her draft consisted of a series of apparently unrelated examples ...I helped her to organise her draft introduction so that the definitions would be clear and the two concepts distinguished. For the body of the essay I suggested that she list the main points in logical order and group them before writing the next draft. This technique may help her with what is clearly her main problem in writing {Para 48}. She had implemented the recommendations of the previous consultation and the essay was now better organised; she had also succeeded in writing a satisfactory introduction and conclusion {Para 60}.

FSU:4: She had written a rather long essay, with no form of coherence. ...She had all the theory, but it came across as stilted and disconnected because she hadn't related it to the case study, and hadn't built on the examples {Para 13} – coherence, connection. [S] constructs intelligent, coherent paragraphs, but it is not made up of her own writing. She creatively strings together a number of theorists' work, and has paragraphs that read very well, but lacks the input of her own voice. Not only is this dangerous in terms of plagiarism, but it detracts from some very useful input she might have given. I am saying this because verbally she is on top of matters. She says that she is afraid to voice her own opinion because of possible repercussions from the lecturer {Para 22}. integration of information, plagiarism, own voice. That she learn to integrate her own opinions into the essay, and not rely on the opinions of others to inform her work. ...[S] is still not incorporating her own voice into the argument. ...[S]'s paragraphs are made up of a number of sentences taken from different theorists' work. It all comes together coherently, but at no point is an awareness created of her own perceptions of the problem {Para 33}. – integration of views, own voice, plagiarism. She is still struggling with inserting her own voice into debates, {Para 45} own voice. [S] struggled to understand how to work with an example, to relate theory to it, and to incorporate her own position on the matter = integration {Para 57}. example, own voice. [S] has written an essay that answers the question, but that lacks certain depth. This is not entirely her fault. She has been unable to obtain readings on one form of SW intervention, i.e. groupwork, and especially of how it can be beneficial to abused children. Most of the reading she has on groupwork relates to adults, and she feels that it is inappropriate {Para 67}. content. It reads coherently, and in my estimation answers the question. ...still has moments where she relies too heavily on the outsider's (theorist's) perspective rather than on her own opinion, which results in an essay that skates very closely to the margins of plagiarism {Para 76} own voice, plagiarism. The student needs to define key concepts more thoroughly. ...[S] still persists in leaning too heavily on theorists' work to illustrate her arguments rather than it being the other way around. ...Apart from struggling with the concepts, [S] also could not come to grips with the integrating of her own information with that of the theorists {Para 85} – definition of concepts, own voice, plagiarism. She has tried very hard to incorporate more of her own voice into the argument, and her understanding of the concepts is also much clearer, based she says, on working with senior students at the residence where she is staying {Para 98} integration improved. She knows her work well, and her definitions are sound, but she is finding it difficult to obtain journal articles with relevant case studies {Para 115} content. Mainly shifting of information to more appropriate places. ...She mainly wanted me to see whether she had integrated the theory appropriately, and whether her own voice was established in the text {Para 187} better flow, own voice, integration of views. Ideas need to be tightened up by focusing on relevance and not quantity. ...[S] needed to include organograms of the agency placed at {Para 199} – focus, illustrations. [S] has managed to fit in an enormous amount of background research on her topic, all she now needs to do is fit them into the right places, and to show that she is in charge of the ideas {Para 222} focus, relevance, own voice. Then reports reduce to one-liners – there is no serious commentary I can make {Para 232} – ?improvement? Get rid of superfluous bits {Para 270} – relevance. Engage the text in order that your own voice comes across. ...We basically discussed the theories and how it could be organised {Para 281} own voice, integration of views. Through the next few meetings, C and S dealt briefly again on issues around cohesion, clarity, elaboration and integration of information.

FSU:6: I gave them a general introduction to essay writing – with note-taking, using mindmapping, elements and referencing. Also how to take notes from readings and extracts (especially Health & Society) – using the mind-mapping technique {Para 14}. They dealt through the visits with: paragraph structure, referencing – technique, examples, relevance, conclusion, references, bibliography, then We drew up a mind-map together. Talked about PREJUDICE: Can be used to discriminate into categories according to different characteristics – biological, social, etc. Results in positive or negative attitude towards them. RACE: I took ages explaining the Social Reflection Theory to her. Talked about the necessity of using examples in her essay {Para 137}. I pointed out that even in short questions, she still needs to do introductions and conclusions. I explained what these required. ...When I looked at her draft I saw that a lot of her writing was copied from others without acknowledgement and I spent some time talking about the conventions of referencing – as well as the need for incorporation of her own comments. ...Structure is basically ok – some reworking suggested {Para 171} – paragraph structure, plagiarism/referencing, own voice.

FSU:20: it was all one paragraph – did need organising – subheadings would help. No introduction, inadequate conclusion. Slang – lots of 'like's'. Lack of elaboration of statements. Lots of examples, but not explained. ...I showed her the mind-mapping technique that may be useful in planning her essays and we then used it to organise this essay {Para 14} cohesion, paragraph structure, subheadings, introduction, conclusion, colloquial language, elaboration, examples, links, mind-maps. Followed with further intensive consultations and the issue of plagiarism comes up a couple of times – which S wasn't really bothered about at the time The main issue with her essay is the fact that she makes quite a few general statements (particularly quantitative ones) without supporting or referencing them. She does, however, admit that she is aware of the importance

of referencing but would do this at a later stage. She discusses the main factors (in relation to the statement) in great detail, and certainly covers most of the required ground {Para 83}. Her draft showed that she had misunderstood the scope of the topic, as she had not confined her discussion to England *per se* but had outlined the progress of the movement in Europe and especially in Italy {Para 100} focus. S then got penalised by her lecturer for plagiarising, so referencing and elaboration were dealt with at her request in the following consultation. Student had queries about referencing, she was unsure about how to introduce the topic and needed input on the function of intro. & conclusions {Para 138}. An over-abundance of information, however, led to problems with organization and limiting of topic. In spite of all of this research, she promised to make three recommendations but really only developed one of them, unfortunately the weakest one. I recommended that the other two recommendations be developed and that the first rec. needed to be edited since it did not hold as much promise as others. I also offered suggestions for intros. and conclusions {Para 161} – focus, cohesion, introduction, conclusion.

⁵¹² Here and there he oversimplifies the views of writers on the issue without elaborating; nor does he clarify whether or not he agrees with their views. He adopted the 'trade and military' argument but had not given enough detail on it...only that he found it the most encompassing of explanations. Where he did talk about the views/arguments of the historians, he had not properly referenced the quotations/ideas {MSU:15: Para 18}.

An example was the definition of diastereomers, where he had not even mentioned that more than one chiral centre had to be present in the molecule before such isomerism was possible (he gave us our only really good 'howler' in this assignment by describing them as 'diastormers', which sounded like a chiral rugby team!). The definitions were not in any logical order and indeed the whole draft was very poorly organised; he seemed to have just jotted down points as they occurred to him. As mentioned before, this lack of organisation could well have been a result of his poor grasp of the underlying concepts. He had written very little on the separation of racemic mixtures and asymmetric synthesis of enantiomerically pure compounds, and it appeared to me that he had done very little of the prescribed reading {MSU:20: Para 58}.

However, organisation of the report remained a problem; he seemed to be incapable of transferring what he had been told about organisation in one assignment to the next. Thus, I had to spend much of the consultation time helping him to organise his material in accordance with the guidelines given in the task assignment {MSU:22: Para 37}.

⁵¹³ Finally I asked him why he had not referred to the other required reading and he said he had not known how to deal with it in terms of the essay topic {MSU:13: Para 24}.

He would construct an idea in which he would collapse domestic labour into discussion around leisure time. I had to point out to him that domestic labour is also considered labour, and that he needed to sort out what is understood to be leisure time. He also could not argue that there were distinct differences in how various classes, both emerging and established, engaged in leisure activity. I asked him what he knew about the emergence of the seaside resort and country retreat, which was in many ways a direct result of industrialization. He could also not engage with the idea that there were also very distinct gender differences in the practice of leisure {MSU:15: Para 40}.

The 'weakness' of his CV was the extensive narratives he offered about his strengths and organisational involvement. I discouraged him from this because I felt that it made for rather tiresome reading particularly within the context of the CV. I suggested that he retain the discussion on his abilities for the interview and that he merely list these in the CV {MSU:17: Para 82}.

⁵¹⁴ The main problem is his referencing. He tends to put authors' ideas in his own words in quotation marks, rather than the authors' own words - e.g. 'Preston-Whyte studied... and found that ...', or 'Also she added by saying that there was unfairness and disfavour against women...' {MSU:13: Para 61}.

⁵¹⁵ MSU:9: His first visit revealed issues of relevance – a lack of focus, repetition and difficulties with writing a conclusion. The main problem in his draft was a lack of focus: in his introduction he had mentioned several aspects of missionary work which were totally unrelated to the topic (and many of which were not mentioned at all in the body of the report), and there was irrelevant material in several places within the report. There was also a great deal of repetition of points, especially regarding the attitudes of various religions towards women, which were covered at least 3 times. The conclusion was rather weak and did not really draw together the various strands of the discussion. I gave him extensive written feedback, pointing out all the irrelevant and repeated material, and discussed these issues with him at the consultation. I also advised him on how his conclusion might be strengthened, after explaining the function of the conclusion in an essay or report {Para 11}. The following consultation again dealt with issues of relevance and resultant issues of cohesion and repetition. his main problem was a lack of focus on the topic: again the introduction mentioned some aspects that were not, in fact, covered in the essay, and the body of the essay contained a great deal of irrelevant material (e.g. problems arising from the application of the Basic Conditions of Employment Act were discussed in detail when he was dealing with checks and balances in restricting the power of the Government). There was also a fair amount of repetition, although this was not as widespread as in the previous assignment I had read {Para 23}. And again in the third visit, there were issues of organisation and flow or cohesion and a conclusion that was longer than the body of the essay. There was no introduction whatsoever and the conclusion was longer than any of the paragraphs he had on his draft.... It was evident that he had read widely for this assignment but had a problem in organising his data so that it could flow {Para 34}. Then an improvement in cohesion was noted, although S was still struggling with the conclusion. This time [S] brought a very good draft. It was flowing and really made interesting reading. The conclusion was not good though. It did not answer the question {Para 43}. His problem of repeating points in different words persisted, {Para 51} as did that of full focus in his writing, drawing conclusions and cohesion was sometimes tentative and C wondered about plagiarism at one stage. This history student had plenty of information but no organizational framework whatsoever. Discussed possibility of arranging information chronologically or topic all-chronologically. This draft also failed to respond to certain portions of the topic question. Many, many surfaces errors in some areas, others almost error free. Plagiarism? Discussed referencing for ideas and direct quotes. Repetition of ideas was frequent. Discussed possibilities for conclusion {Para 59}.

MSU:11: This student first presented with issues of coherence and cohesion needing attention in his writing. Thus, most of the consultation time was spent explaining the necessity for cohesion and coherence in presenting points and developing a logical argument, and showing him how the order of his paragraphs should be changed to achieve this objective {Para 10}. By the next visit, his writing had improved, As in the [XXX] essay, his writing showed a clear understanding of the concepts involved. I was very pleased to note that he had organised his material much more cohesively and coherently this time, so that the argument developed quite logically. He had also observed the referencing conventions correctly {Para 22} and the consultant worked with him on his introduction and conclusion. In the introduction he had attempted a thesis statement, but had not stated the topic. I explained that it was necessary to inform the reader right at the start what the subject of the essay was to be, before describing the approach to be adopted. In his conclusion he had summarised the reasons for his stated opinion that the rule of the precolonial chiefs was mainly democratic, but there was no reference to the last part of the essay, in which the implications of this conclusion in determining the role of the traditional leaders in the new South Africa were discussed. I helped him to add a sentence to the concluding paragraph, drawing together all the strands of the essay, including the argument about the modern role of the traditional leaders {Para 22}. Similarly in the next consultation, S and C worked on his conclusions and cohesion again. The one major issue which had persisted in this latest piece of writing was the weakness of the conclusions drawn from the argument. Not only had he again failed to draw together all the strands but also there was no conclusion drawn as to which motor firm he considered to be dealing with the problem of alienation more effectively - one was given this distinction at the start of the concluding paragraph and the other at the end! I focused on the logic of the argument developed in the body of the essay and found that he was really arguing in a circle {Para 35}. These had both improved by the following consultation, although some attention was still needed to the introduction. The body of the essay was again well organised; he seems to have completely overcome his

initial problems with cohesion and coherence. I paid special attention to logical development of argument this time, in view of the issue that arose in his last consultation, and was pleased to note that this time there was no problem in this respect, and his conclusions were drawn logically and presented clearly and succinctly in the final paragraph. However, the introduction was the weak point in this particular draft, as it was too long and contained detail (e.g. the definition of democracy for purposes of the essay) that belonged in the body of the text (where it was repeated). There was, in fact, some needless repetition of points throughout the draft {Para 48}. However, the issues of coherence arose in the fourth visit and again, C helped with S's writing of his conclusion. Once we had worked on this argument, it was possible for him to draw the conclusion that, although tourism is necessary to the economy of a country, this should not be at the expense of cultural norms and traditions, which the tourists must respect at all times {Para 62}. His writing was much improved in the following consultation, although there were still issues of cohesion and conclusion writing that needed dealing with. *the task was well defined and clearly mediated, and it was clear from [S's] draft that he had experienced no conceptual difficulties and fully understood the task requirements this time. After the setback of the recent Social Anthropology essay, I was relieved to note that in this latest assignment his steady progress was being maintained. The essay was well organised, cohesive and coherent, and his use of language continued to improve. ...However, the logical development of argument, which had been noted as an issue in previous consultations, remained a weakness in this case. Here and there he had not followed an argument through sufficiently, and at the end he had not really been able to draw a conclusion; he had simply stated that both systems had their advantages and left it at that {Para 74}. Improvement continued, but still some repetition. His draft showed that he had a far better understanding of these concepts than of those in his Sociology course. In contrast to the SOC216F essay, this one was well organised, cohesive and coherent, and the argument flowed well. There was, however, a tendency to repetition of points, especially in the introduction, where the thesis statement was given twice, in different words {Para 88}. Then the old issues of cohesion and conclusion reappeared together with signs of conceptual difficulties. Thus, most of the consultation time was devoted to explaining concepts given in the task, and those underlying it. I then suggested how he could develop the argument that, while the job colour bar favoured the white workers, the wage discrimination (lower pay for the black workers) meant that the mine bosses favoured the employment of the 'cheaper' black labour. I found this difficult to explain, especially as he had difficulty in understanding the whole concept of a 'colour bar' - a happy development in this brave new world! {Para 101} and C advised on needs for elaboration, introduction, subheadings, focus, cohesion and bibliography in the next visit. {Para 115}. Still with slight lapses, S's writing improved again, and now C notices grammatical shortcomings. [S's] revised draft was well organised and he had obviously followed the guidelines on accepted format very well. There were, however, some lapses in cohesion within paragraphs, which was the main issue to be addressed at this consultation. There were also some linguistic problems, mainly syntactical. I thought that his writing had developed well since his last consultation with me, a year previously {Para 143}. A later consultation report notes improved cohesion and that condensation and elimination of repetition was dealt with. {Para 150}. And a further one reports a backslide - with a lack of detail, issues of cohesion, coherence, and difficulties with the introduction and conclusion. {Para 165}. Cohesion continued to feature as an issue to be dealt with, although lesser so. He had a tendency to string too many ideas together in a sentence resulting in language confusion. Content-wise [S] was not as clear as the topic required on HOW he would reduce poverty in a specific area, WHAT the pre-existing problems were, and WHY previous attempts to address the poverty problem had failed in the past {Para 187} and {Para 197}.*

MSU:14: His first draft presentation was shoddy and lacking in logic or coherence, *This paper was very shoddily done. [S's] ideas were all over the place, but the lack of logical order was the least of his worries {Para 13} and the containment of detail and focus appeared as a need in the next visit. Too much information. ... [S] still has too many ideas which is detracting from him focusing and answering the question {Para 21} and cohesion and coherence later. Problems with development of argument and organisation {Para 46}. At a further visit, the elements of a report were outlined and explanations given around integration of graphics and tables, cohesion and organisation and conclusions. The draft was badly organised with respect to division into sections and subsections, and there was no consistency about headings and their numbering. Furthermore he had made extensive use in his discussion of a model from the recent literature, which had been postulated as a framework for building up environmental awareness in business concerns. Some graphics and flow sheets, intended to illustrate the operation of this model, had been included in an Appendix to the report, but there was no reference to them in the text, so that it was difficult to perceive their relevance to the discussion. A further serious problem was that there was no final section giving general conclusions and recommendations; these were scattered through the discussion as and when they arose. ...I first emphasized the need for logical division into sections and subsections, and consistency with respect to the appearance of headings of different levels; I gave him some examples of how headings could be differentiated. The need for numbering of headings and subheadings to facilitate cross-referencing was also stressed. I then explained the necessity for integration of tables and illustrations into the text of a report, and we discussed where his graphical representations of the model might be referred to in the discussion of this model. He seemed rather shocked when I told him that the report was, in fact, incomplete as it lacked a concluding section in which all findings of the project were summarised and recommendations made on the basis of the conclusions {Para 66}. Some improvement was noted in a following consultation and the consultant focused on one particular section here and worked closely with the student on improving it. I focused my attention on the new section, in which he had summarised his conclusions and made recommendations. I was pleased to see that these conclusions were logically drawn and clearly presented. However, I saw that he had added some new thoughts in this concluding section, which had not appeared in the preceding discussion. I therefore had to explain to him that the conclusion should never contain any new material but only a summary of the findings presented in the body of the report, and any inferences drawn from these findings. We discussed where the new ideas could be inserted into the existing discussion, so that inferences could then be drawn from them in the conclusion {Para 80}. Content and focus were dealt with next and the consultant detected some plagiarism. {Para 93}. Cohesion and focus were then dealt with. {Para 103}. And again, organisation, cohesion and coherence, *His introduction miraculously had become briefer (we hadn't directly addressed his introduction). This time I tried to discuss with him the ordering of his information. I suggested he reconsider some of his headings or fill extra ones in, even temporarily, to see whether the information below corresponded, was adequate, sufficient. This process suggested that quite a few ordering changes needed to be made, I still think that I allowed him to draw me into his debates without questioning enough of relevance! {Para 113} and then again, but of a lesser intensity. Basically looked like he had stuck to the question and done the work of looking at the various issues. I was a bit confused because I couldn't quite see how restructuring at corporate level could help with manufacturing. He also agreed, I hope that we both hadn't missed the point of the questions. I pointed out the places where I thought he needed to restate his argument {Para 124}.**

MSU:18: His first visit revealed all sorts of issues, such as writing introductions and conclusions, need for elaboration, referencing, relevance, conceptual understandings, and amount of detail to include. *Need to support statements. * Introduction - elements. * Linkage of sections - e.g. with an introductory sentence at beginning of paragraph. * Explain formulae and link them to discussion - don't merely stick them on the page. * 'Findings' aren't referenced or explained. * Question on contribution to economy not answered in draft (the section was irrelevant) although he had an adequate answer in his rough draft. * He didn't understand some parts of the reading - yet still lifted (not quoted) them - e.g.: prices...seesaw. * Need to cut down detail. * Conclusion - elements {Para 11}. At the next, the consultant dealt with a couple of the previous issues, However, he was still unsure of the requirements for the introduction and conclusion in this type of report, and I spent most of this second consultation explaining these. I also suggested that he tabulate the main chlorine compounds and their uses, for greater clarity and brevity in the section on economic importance {Para 36} and then later, with S's conceptual understanding, with this visit becoming more of a chemistry tutorial. Apart from the difficulties with organic reactions and mechanisms that were common to many of the students who consulted me on this assignment, lack of comprehension of the readings was manifested in a striking manner by his inclusion of material from 2 advertisements for (unrelated) scientific equipment that had appeared on the pages photocopied from 'Chemistry in Britain' to serve as the prescribed reading on*

the synthesis of oxalyl chloride! Thus the ensuing consultation was almost entirely a chemistry tutorial {Para 57}. Following consultations dealt with issues of coherence, introductions and conclusions again. {Para 78} and again {Para 85}. And later, again with detail. *His draft begins: 'The relativity is about the nature of space and time. For example, in relativity space and time are linked together as a spacetime. AND Relativity of time is all about the events that occurs at the same place in an inertial reference frame, the time interval 'to is the proper time of the events.'* Later, he writes: *'The theory of Relativity is aesthetically pleasing, inherently simple, comprehensively consistent, of great predictive value, and highly practical.'* ...Too general. Needs detailed information. No sources are distinguishable. Only one reading is mentioned at the end. Question specifies the need for more. Too jumpy - needs flow. Introduction is inadequate {Para 115}. And also here, the elements of essay writing and referencing were explained. {Para 120}.

MSU:4: The main issue dealt with in his first consultation was that of focus in his writing. It reappeared in a following consultation and suggestions were made for ways of improving on it. It came up again as an issue later, however some improvements were noted.

⁵¹⁶ *I also discussed with her that the various ideologies should be clearly stated and their impact shown. Surprisingly she had a lot of brilliant ideas in this direction and she said she had left these out as she thought they were not necessary. I helped her reorganise her essay and also to chop off the bit about the vents of the war, which I felt were of no significance {FFU:1: Para 70}.*

Looked over the essay with the student in terms of clarifying some of her ideas, changing the register where she was drawing on her own experiences and reorganising some paragraphs in order to create a more logical flow. In some areas of her essay there was a lack of specificity and I suggested she needed to clarify and provide more detail by removing words such as 'it', 'they' etc. In some places there was also a lack of clarity between the student's argument and the various authors so we worked on making this explicit and using references to substantiate points {FFU:3: Para 83}.

⁵¹⁷ *[S's] draft was very poor. The introduction made no sense and there were serious linguistic errors throughout that threatened the sense of her written work {FFU:6: Para 44}. Her information was largely organized in a logical sequence but she gave no signs or indicators of changes in subjects. Changes were abrupt with no attempt to link sentences, paragraphs, or topics to one another. I made various recommendations for transitions {Para 82}.*

⁵¹⁸ **MFU:1:** Everything was affected by his language difficulties at the beginning. *His language problem has already been mentioned - and this, of course, affects the level of discussion, organisation and flow of his writing {Para 95}. These were worked on with C over many consultations. At a subsequent visit, there was a lack of logic, content (Poster Presentation), allocated proportions, focus, presentation. Then C advises on genre of report writing, {Para 182}, and on the need for definition of statistical terms and importance of register. This work involved the use of complex statistical expressions, and a major problem (for me) in understanding the reports was his tendency to use terms from these expressions without definition. In his discussion sections, his argument was not always easy to follow because he had omitted steps in the logical progression from results to conclusions. I felt that the main issue here was that of audience: he thought that he was writing only for his lecturer, who obviously understood all the terms used and would be able to draw conclusions directly from the results of the statistical analysis {Para 197}. C helps S with expression of logical argument. {Para 236} and {Para 279}. Then advises on introduction and coherence. He had attempted to write an introduction giving the background to the field and the approach to be adopted in the essay; however, he had omitted to state the nature and scope of the topic at the start. The body of the essay was organised into 3 sections, dealing respectively with plant-insect relationships and the fossil evidence on the evolution of both gymnosperms and insect pollinators. These findings were well co-ordinated at the end, so that the cross-relationships influencing co-evolution were very clear. Thus, the overall organisation was highly satisfactory. ...Within each section, though, there were some lapses in coherence, with paragraphs not in logical order. During the consultation I showed him how coherence could be improved, and also explained the necessity for an 'occasion statement' at the start of the introduction {Para 332}. And again on cohesion and coherence, {Para 422} and then focus and organisation in an oral presentation, {Para 473} and towards the end, on data presentation. However, the presentation of the results was very slipshod. The estimated populations for the 2 whale species, as calculated from the model, projected over a period of 20 years were shown in tables without numbers or captions, and data were given to 4-6 decimal places (e.g. a population of 24000.56789), which was obviously nonsense. The discussion of the results was also unsatisfactory, in that it was mainly a general discussion of marine conservation and contained little on the specifics of the problem at hand, with no conclusions being drawn from the results obtained. This made me wonder whether he really understood his results. However, when I questioned him during the consultation he explained the results clearly enough. I concluded, therefore, that it was once again his linguistic difficulties that had prevented him from transferring this clear oral interpretation into writing. I advised him to present his data in graphical form, rather than tabular, where possible, with the figures clearly captioned and the population estimates given to a realistic degree of accuracy, which meant to the nearest 100 and certainly not with decimal places {Para 525}.*

⁵¹⁹ *It was gratifying to note that she had been able to transfer the recommendations of the last consultation to this new section, so that organisation and referencing were now in accordance with the accepted conventions {FHP:3: Para 51}. Referencing was no longer a problem; she had observed the correct conventions and all sources cited in the text were listed at the end of the essay {Para 188}.*

When she submitted a revised draft of her essay I was pleased to note that she had, in fact, reorganised it as I had suggested. It was immediately apparent that this had led to a vast improvement in the development and flow of the argument. Her discussion now led naturally to conclusions as to why certain IS issues were more important in South Africa than in more developed countries, and vice versa., and this had enabled her to predict future trends in IS management in South Africa. Thus, her conclusions were now very well drawn {FHP:9: Para 46}. I was very relieved to see that there had been a vast improvement in coherence and especially in the integration into the discussion of material presented in illustrations and tables. Now at last she and these diagrams etc. were on speaking terms! The argument was now flowing much more smoothly and logically. There were, however, some points that still required further elaboration, which I indicated to her at the consultation. She had not yet completed the final section, giving her conclusions and recommendations for further study. We discussed what should be included here and she made a last-minute appointment to consult me again, specifically on this section, the following morning (the due date) {Para 143}.

⁵²⁰ *It was all very disjointed, with few links between sections and numerous illustrations and tables that were intended to demonstrate points but failed to do so as they had been simply inserted (sometimes in an appendix) without any reference to them in the text. Several points lacked substantiation. As a result of all this there was no real development of argument. I thought that she had overcome this weakness in argument to a considerable extent and was disappointed to see how she had regressed in this respect. Possibly she had found it difficult to transfer what she had learned about organising a shorter essay or seminar paper to this much greater task of a major literature review {FHP:9: Para 127}.*

⁵²¹ *During the lengthy consultation on this draft I devoted much of the time to advising her on the logical organisation of her points into the appropriate sections and subsections. She admitted that, owing to time pressures, she had not really taken time to think about this aspect of the writing. Unfortunately the poor organisation occurred mainly in the crucial section on the definitive criteria for selection of software for decision support applications, which should have been the highlight of the essay. Thus, it was essential to help her to reorganise her points so that her argument developed more logically, and to eliminate any unnecessary repetition so that the focus was sharpened {FHP:2: Para 62}.*

Linkage/flow - There is still a feeling of isolated facts lumped together - need more flow/linkage. I suggested some re-ordering of paragraphs in order to make for better flow. For guidance, I suggested she try to follow a pattern of going from the general to the specific. Subsections end abruptly - need to flow into following sections. Much repetition of facts - throughout. I think this is because [S] is actually lost in purpose. Lots of elaboration is needed (...and link and flow...). I don't follow the argument - if you don't retrench workers, you will reduce your working costs. ...A fair amount of verbiage. Need to get to point more quickly - e.g. in section on crisis in GMI - open by outlining the factors of this crisis and

then discuss. (I just found myself getting lost – being referred back and forth in the discussion) {FHP:7: Para 67}.

The draft of the new essay showed the same problems, and I note that the issue of cohesion and coherence arose also in the first draft of the essay with which I helped her in August. The new draft was very badly organised in general, so that there was no logical flow of information from one section to the next, e.g. her predictions for the future use of IT in re-engineering were given in the middle of the essay, not at the end. Thus, all the problems of logical organisation that I had advised her on in August had reappeared; she had obviously not succeeded in transferring the learning from that essay to this one {FHP:2: Para 122}.

I picked out problems that are becoming common in our consultations with each other - viz.: lists of assumptions with no indication of who has made them and which are unsupported, and quotations that are not fleshed out, and left hanging, and lack of flow from one idea to the next (between and within paragraphs) {FHP:6: Para 65}.

Don't need to list different definitions of Defence Mechanisms - pick a couple to run with/discuss. Try mind-map - with Defence Mechanisms as central focus, Jane and definitions as subsections. Problem is you list definitions and don't really relate them to each other. Needs flow - let's talk {FHP:10: Para 21}. Essay doesn't build up for me. Seems to revert back to same discussion - i.e. more lists of what people thought of what defence mechanisms are. Conclusion is dense - let's talk {Para 39}.

Insofar as coherence was concerned the main problem was that she had not grouped her findings very logically, points related to the experiences of the patients themselves being interspersed with findings about the lack of counsellors with the appropriate skills (including language skills, e.g. being Xhosa-speaking) and lack of Government support. I advised her to group them in a gradual progression from patient-related findings through those concerned with the facilities offered by the institutions to the role the Government should play. The conclusion was very weak in that she had simply stated that AIDS was not new in South Africa and was on the increase, without linking these facts to her case for Government-sponsored, integrated comprehensive care and support programmes at all institutions dealing with AIDS patients. I helped her to add a sentence to this effect, which considerably strengthened the conclusion {FHP:12: Para 75}.

⁵²² Focus: Constantly need to bear this in mind – how does all this information relate to YOUR project? Why are you telling the reader all this? Need to keep your reader alongside. This section should be informing your research – posing problems, raising questions, pointing out possible directions for research {FHP:7: Para 41}.

Some sentences feel like asides – think of their purpose and explain or scrap {FHP:10: Para 97}. Many assumptions on readers knowledge and understanding – e.g. nineteenth century's societal need for 'the surveillance and classification of children'. Need to let go – good points get hidden in other stuff/debates. Dense essay – be aware of this – keep reader in mind. Try creative subheadings – get a story-line that your reader can follow. Link to topic. Use examples. ...Perhaps need more speak from yourself – rather than connect one and another and another and another. – Flow, voice, space (for reader) {Para 201}.

I think her main problems still have to do with flow within and between her paragraphs. Sometimes I felt she included irrelevant sentences which detracted from what she was saying around them. There was also a lot of repetition and, in fact, some contradiction – mainly when relating her 'findings'. I pointed these out and suggested some restructuring as a solution {FHP:6: Para 24}.

Structure: I agree - FAR too many headings. She obviously has problems with integrating information (- all too familiar to me!) I asked her to consider questions such as the following when revising her structure: What is the story you want to tell - give me the framework? What are you researching? Why? (What's new about it? What's interesting about it?) {FHP:7: Para 15}. Foreword: Too many different quotes - pick out 1 or 2 at max. - that closely highlight the thread of your research findings {Para 25}.

Too much reference to other peoples' metaphors (e.g. Frye's metaphor) - stunts flow of what [S] is saying. Needs to relate all the theory to St Anne's situation. Even cut down on theory and say more about what is actually happening there - which proves/contradicts the theory {FHP:19: Para 298}.

The chapter was coherent on the whole, but towards the end she started to discuss economic growth and efficiency of the tax system in the Zambian context, which aspects were clearly not relevant to the general theory of taxation. I advised her to omit this section from the first chapter, transferring it to a subsequent chapter to be devoted specifically to the Zambian tax situation {FHP:3: Para 18}.

don't go deeply into history. Don't cover all theorists in every topic - cover the issues - use one or two theorists to support what you're saying {FHP:10: Para 81}.

Some sections aren't actually clear. I wrote some questions in the margin - for clarity {FHP:9: Para 106}.

There was no doubt that her main problem in presenting the research results was repetition: she had presented some data in tables but also repeated it word for word in the text, and some points were raised 2 or 3 times, in different sections of the chapter. Her final chapter, in which she had attempted to draw conclusions from the survey, was very sketchy and incomplete, and it was evident that she had no idea of how to approach this important part of the thesis {FHP:13: Para 26}.

⁵²³ Give reasons - this is where your ideas come. Why do you think such results came up? ...Don't repeat results - this section is a discussion - your interpretations. As there is so much repetition in the results, I suggested that she merge them. (She still feels confused over 'results' and 'discussion' - I suggested she call the latter 'analysis'). ...I gave her ideas on how to merge her sources into her conversation {FHP:21: Para 171}.

⁵²⁴ you said that different people have different opinions; don't then attribute views to the company – rather say 'Interviewees felt that...' (Don't need to mention 'Company A' all the time because you've titled it). We must work on your expression. Who is your audience?? Someone in the business world/academic/IS?? Don't leave your reader behind – bear in mind what they may not know and explain. Too note-like. Where does your information come from – interviewees /interviewer? Whose voice? {FHP:21: Para 96}.

⁵²⁵ Use of Tables: Make sure they are useful. It's not necessary to include them if they don't give much information. NB: a table will have one reference if it isn't your own {FHP:7: Para 15}.

Also – talk to your diagrams – don't expect the reader to merely 'read' them! {FHP:9: Para 87}.

Her main concern was how best to present the findings from her preliminary survey of the hospitals and other institutions. She had discussed each in the text, as in the research proposal, but [S] was urging her to use a tabular method of presentation to facilitate comparison. She had drawn up a table, but there was too much data in it, with several columns devoted to quantitative data (numbers of patients, social workers etc.) and the qualitative findings re facilities offered to HIV/AIDS patients squeezed together into one column. The result was that it was impossible to distinguish at a glance the differences among the various institutions in this respect. I suggested that if she wanted to use a table, she should rather confine this to these facilities only, grouping them in columns according to the type of support offered (practical, legal, educational and counselling). She seemed quite keen on this idea, which would indeed facilitate comparisons and also help to shorten the text. This was the main focus of this rather long consultation. Other than this, there were just a few points, mainly in the methodology section, that I thought needed further elaboration; I indicated these to her {FHP:12: Para 65}.

⁵²⁶ Introduction: No fire. Need to begin with a bang. I explained the need for a thesis statement – which could be used to focus her (unfocused) essay. The content of her introduction was really background information which could go into a separate section – 'historical outline' or something {FHP:7: Para 15}.

I was pleased to note that the general organisation was now satisfactory, with appropriate division into sections and subsections. Cohesion and coherence had also improved in the main body of the report, but towards the end, where she had given her recommendations in point form as I had suggested, there was once again a deterioration in this respect, as she had just listed her points at random, without any idea of logical flow of argument. As a result the final conclusion was weak, as it was not evident how it followed from the non-existent argument. Thus most of my

input was directed at this final important part of the report, rearranging her points so that a line of argument emerged, from which a logical conclusion could be drawn {FHP:8: Para 66}.

⁵²⁷ Although she made use of references, she didn't use quotation marks or include the actual references, nor did she elaborate on her quotations in any way – they were just left hanging. We discussed this and I asked her to explain why she had used them, in order to link them to her own ideas. I also pointed out that she should make use of examples to support her statements and suggested that she use examples of actual speech that she comes across. I suggested that she decide who she is speaking to in her essay and that she maintains a consistency in her address. Her focus tended to shift within her writing, which made for a lack of flow in and between her paragraphs. I pointed this out and suggested ways of restructuring her essay in order to provide for a more concentrated focus and clearer flow {FHP:6: Para 14}.

Obscure references – not clear how much or what is from the reference. ...Don't give titles of books – just author (year and page) {FHP:10: Para 21}. Careful of the assumptions you make – e.g. on what the aim of her psychotherapy is. Careful of the way you reference – e.g. is whole paragraph from Ivey et al? Did Malan talk about Jane?... Your referencing in your discussion of Jane is unclear – none of these people spoke about Jane {Para 97}.

don't need to repeat same reference so many times in one paragraph {FHP:16: Para 14}.

Referencing: Still doing '(year).....page'. I simply pointed this out once. She is aware of her errors and needs to get into the habit of correcting them herself {FHP:19: Para 298}.

References: Must be in alphabetical order. Don't need to number them. Titles of books/journals must be underlined and articles in ' 's. Must include publishers name and place. SEE YOUR COURSE HANDBOOK {FHP:21: Para 124}.

here she had made use of long quotes from the literature I advised her either to paraphrase or to omit these references altogether, as extensive verbatim quotation was not permissible in an academic essay {FHP:2: Para 72}.

The draft was poorly organised as far as division into sections and sub-sections was concerned and in several cases she had quoted laws verbatim without giving proper references (date of enactment/ amendment). I advised her on these aspects, {FHP:3: Para 34}.

[S] had no idea of what to reference, when or how. There is much that isn't sourced and should be. She has also taken a lot from [sup's] articles - and not referenced them! {FHP:7: Para 15}.

As far as referencing was concerned, she was obviously familiar with the conventions of the Harvard system but the weakness was that not all the references cited in the text had been listed at the end. I warned her to be careful about this as such omissions were likely to be heavily penalised in the Information Systems Department {FHP:9: Para 46}.

⁵²⁸ Section 2 – Information obstacles in organisational data: The whole of section 2.1 consists of referenced facts only. It needs your opinion – put something of [S] into the essay. It is also quite dense information – try to pull it out – clarify for your reader; link other authors' ideas/topics of study to each other. This is written as if they're all related but not explained as such; Do they all agree with each others' ideas? Why have you used the heading 'Systems Integration' here? What do YOU mean by this? {Para 68}.

⁵²⁹ Expression: I suggested some re-wording; His writing tended towards being too passive and technicist – as well as a bit obscure - I felt it needed some life in it - some involvement of the author. [S] still seems reluctant to voice himself - and this is a pity because he certainly has a lot to offer - in terms of his own ideas. I advised him to stop referring to '...the purpose... [remainder/structure].. of this essay' after the introduction, rather than using it throughout his essay {Para 120}.

⁵³⁰ Depend too much on other authors, e.g. gives one person's view, then '...Therefore...' and another person's view. These don't follow any line of logic/argument - especially when the 1st reference is from 1995 and the 2nd from 1992. Be simple, explicit and direct - e.g. define 'Information Resource Management' as a whole term rather than 3 separately defined (and referenced) words.

⁵³¹ {Para 138}.

⁵³² I stressed the need to integrate his own views with others; to debate with them rather than present a different person's idea in a new paragraph and then a final paragraph stating the fact that 'the author' supports these ideas. I also suggested that in some instances he may find it easier to use actual quotes from other authors {Para 138}.

⁵³³ {ibid.}.

⁵³⁴ {Para 170}.

⁵³⁵ Referencing: Need to include page numbers. Also, don't need to give all referencing details at every mention of same author's name/after every sentence {Para 274}. And at the last consultation: References - look ok but be consistent in style. Occasional lists at end of paragraphs - meaningless {Para 328}.

⁵³⁶ Many paragraphs could be combined - they should be around one thought rather than one author. Your example of how inconsistencies (of sources of record?) can take place - needs more of a rooted explanation - e.g. what do they/you mean by the 'entity PUBLIC'? How would it appear in the different systems? Also, I'm not sure that it matters if a different answer is gotten from each of the distinct systems - I'd expect a different amount for the members of community served in the system of Dog licences and that of Property Ownership {MHP:1: Para 68}.

Address still casual - e.g. in synopsis - assumes reader knows the question - open anew! Synopsis - ele. [S's] is more like an introduction. Definition of terms - are they word-for-word copied? Reference correctly. Introduction: get away from headings like 'The problem'. Must reference properly - referring to 'a National Teacher Audit' isn't good enough. Statements need elaborating - e.g. 360000 South African teachers are 'in need of some form of in-service training'. Statements in introduction are too skimpy - make more cohesive. Give attention to your paragraph structures - ONE main theme per paragraph - and don't break in the middle. Your statistics must all be sourced. Dramatic journalese - sensationalism. - Scrap!! Don't dictate. Specification needed - e.g. what 'model' are you talking about? - proposed by whom? {MHP:3: Para 81}.

The draft was impressive on first reading, until I realised that much of it was copied word for word from literature sources. This was very obvious from the marked differences in style from one paragraph to another; some of the authors quoted had a highly characteristic style, full of epigrams and 'catch phrases', while others adopted a more formal, academic style. Both were very different from the student's rather uncertain writing style, which was riddled with linguistic errors. I realised that he had relied so heavily upon his literature sources because he felt that these published authors could express the points he wished to make in a much more impressive way than he could {MHP:4: Para 23}. Another major problem lay in referencing: he had not listed some of the references cited in the text, and vice versa, and had not listed his references according to the prescribed convention (e.g. page numbers were not given for journal references). During the consultation I first drew his attention to the material that seemed to be irrelevant, and helped him to eliminate this in order to focus on the information that helped him to develop his argument. I then turned to the referencing problems and indicated the errors in the referencing convention he had adopted. I advised him strongly to check all his citations and ensure that the corresponding references were listed; also, on the other hand, to be sure that all references listed were cited (alternatively, to list any that were not separately, under the heading of 'Additional reading'). I was surprised that it was only at this stage, while writing the fourth essay of the year, that he was learning how to reference. I suspected that in the earlier essays he had depended largely on plagiarism, as he had tried to do this time. However, his paraphrasing of the quotes he had relied upon had proved quite successful (my fears on that score were not realised) and I hope that this has given him confidence to use his own words in future {Para 33}. main problems as: 1. Focus: There was some material not related to education but rather to applications of IT in business and clinical medicine. 2. Cohesion/coherence: Some material had been placed in the wrong chapters, and there were several instances where introductory or linking sentences were required to eliminate disjointed transitions from one topic to another. 3. Referencing: There was poor concordance

between citation of references in text and the listing in the bibliography. I noted that the problems with focus and referencing had reappeared; they had also been noted as issues in the essay with which I had helped him in 1995 {Para 68}. Another issue was his tendency to insert his own opinions in parenthesis in the middle of a review of the views expressed by others. Some of his comments were pertinent in emphasizing the role of the Internet in achieving certain desired objectives, but I advised him to integrate these into the text better, while still indicating that these were his own opinions. I suggested a separate, cohesive paragraph following the discussion of the relevant point in each case {Para 142}. Again, the main problem that arose was the integration of this additional information into the existing text. Lack of coherence was another, concomitant issue as he had not only inserted new paragraphs at inappropriate points in the text but also, in so doing, had destroyed the coherence that had existed at these points in previous drafts. Thus, most of this consultation was devoted to discussing where the new material best fitted in the survey, and linking these new paragraphs to the existing ones in a coherent manner {Para 168}.

⁵³⁷ I found it scatty - with no focus, it didn't introduce the topic, there was some repetition of statements - and most of the sentences began with 'This essay...'. I suggested, giving reasons as I went, some re-organisation of content - where he makes a statement of opinion and intent on his topic, he outlines why this topic is important, how he intends to approach it and concludes with some aims of what he wants to cover in his research essay. [sup] has made a comment on the issue of South African relevance - which I neglected to pick out {MHP:1: Para 15}.

⁵³⁸ {Para 33}.

⁵³⁹ **REFERENCING:** I showed him how (viz.: date and page no's included) and where to reference - and where not to (when the referee's name is mentioned and after tables and diagrams, and not at the end of each paragraph or numbered point). I also voiced my concern with the fact that there was only one set of quotation marks in the whole essay and that I was sure there were many direct quotations. He acknowledged this and seemed to think that it would be easy to rectify, although he said that as a rule he tried to change the words of his references.

⁵⁴⁰ **THE ABSENCE OF [S's] VOICE.** This is related to the issue of referencing; I was concerned that his essay just appeared to be a list of other peoples' ideas and that there was no sign of his own ideas or of any engagement with the opinions of others'. ... I hope, through our conversation, he has been assured of the acceptance and necessity of the expression of his own opinions, as well as gained an understanding of how he can use the ideas of others' to support and guide his own.

⁵⁴¹ **NEED FOR ELABORATION, SUPPORT, EXAMPLES, DETAIL.** There was a lot of information missing - whilst reading through, I had a lot of my own questions unanswered. Again, perhaps due to his misconstrued remedy for his previous 'bust', he did not appear to engage with his references - failing to elaborate on the ideas he presented, to comment on them or illustrate them with his own examples. ... **CONCLUSIONS.** Time and time again, he made closing statements that had no support - or mention - earlier in the sections. Issues were often left hanging in the air, came to an abrupt end or wiped out by a new and sweeping negative statement. **PARAGRAPH FORMATION.** Links between paragraphs were not always clear. Breaks were often unnecessary - a paragraph should be around one thought rather than one author. **LAYOUT, SPELLING, PUNCTUATION, ETC.** Very unproblematic - I had indicated slight errors on the draft copy {Para 41} and see also {Para 68-91, and 120-138}.

⁵⁴² The first few sections of this draft were well written and integrated (- with different references and own opinions), and nicely introduced and concluded. However as the draft progressed, the old issues came up - I didn't have to deal with these in depth as he recognised them - and corrected himself at times. ...After this, his writing fell into inadequate paragraph division (- with paragraphs breaking into new ones per reference), with unclear links between paragraphs, absence of own comments, need for introduction of terms etc and conclusionary statements {Para 176}. **Editing:** Did quite a lot of this - viz.: sentence restructuring and reordering, punctuation, cutting down on very long sentences, suggestions on paragraph merging, slight reordering of paragraphs. A couple of misuses - e.g. It's-vs.-its' and sites-vs.-cites {Para 196}.

⁵⁴³ **Introduction:** Need to clarify that this is one part of a larger research project undertaken by you. **Obscurity:** Clarification needed here and there. Some meaningless sentences. **Elaboration:** Many points where I can ask 'Why?' Also, try giving some examples. **Circumlocution:** Some contradictions due to style. **Verbosity:** Tendency for unnecessary words. Also some strange word choices. Lots could be said more simply. **Repetition:** Lots of points repeated. Some re-ordering suggested. I also suggested merging the whole of the first chapter - because there's lots of repetition - and without subheadings - which don't flow. Still some odd paragraph breaks - but less than I remember. Some long sentences. ... **Tense inconsistency** - becomes problematic when he gets on to describing the research itself. **Headings** can be misleading. **Referencing:** was almost perfect. Sometimes unnecessary - e.g. at beginning and end of list of points. **Bibliography** - need commas between titles of articles and titles of journals. **Conclusion:** [S] was concerned about this but I felt that it fitted in nicely. However, I pointed out that each subsection needed to be rounded off as well {Para 226}. **Structure:** Odd paragraph breaks. I suggested some re-ordering. * **Clarity:** Often unclear. Explanations inadequate. I suggested some places where he could elaborate - e.g. he mentions that he will use the case study approach, then mentions that there are problems with making generalizations from one case study but not how he's addressing these problems in his case - and goes on to talk about the generalizations he'll make from this case study. Was a lot of absent information. Doesn't explain diagrams well at all. ... * **Needed concluding statements** - or discussion - or own opinion on what he'd observed. * **Information left out** - such as time period of his observational research. * I also pointed out some layout issues - e.g. list of numbers are usually justified on the right hand side {Para 269}, and see {Para 295}.

⁵⁴⁴ Get away from referring to 'the author' - use first person. ...Bit jolly. ...Some padding - be direct. **Introduction** needs thesis statement - what has your literature review yielded? **Isolated paragraphs** - not linked. Who is your audience? **Right I-B-C menu** - but bland {Para 328}.

⁵⁴⁵ **MSP:11:** The first draft reading dealt with issues around definitions, elaboration and audience. My main concern was the large number of equations introduced into the theoretical discussion without definition of the terms and symbols used. I felt that this was a problem of audience and explained that he could not assume that all his readers would be experts who were conversant with these symbols. I advised him either to define the symbols as they arose or, if it was felt that this might add too much to the length of the main body of the text, list them in a glossary at the end, to which the reader should be referred in the text {Para 14}. The next with those of repetition, cohesion, clarity, punctuation, content, and the elements of an abstract. First 2 sentences say similar things. Don't personify models. Is a fair amount of repetition of ideas. Could you re-order your points? Don't jump tenses. Sentences not always clear. Commas needed. ... **Abrupt ending.** Can one have figures in an abstract? **And references?** What is the source of your figure? Need to explain it anyway {Para 39}. Then again, definitions, audience, and clarity. However, he had again failed to define certain of the symbols and terms used in the various equations put forward in the models postulated, and therefore I had to remind him again that the audience for his work was not confined to his supervisor alone and he should see that it was intelligible to any scientist. The introduction suffered from a similar lack of clarity, where he was not sufficiently explicit about the objectives of his research. I asked him to explain certain points to me as a scientist, and then was able to help him to formulate his objectives more explicitly. The same applied to aspects of the background to the research {Para 80}. And finally with integration of illustrations, clarity, audience, improved organisation. The main problem with this draft, however, lay in the illustrations of apparatus etc., which were not clearly presented. I advised him to label all the components of his experimental set-up, so that it would be easier to reconcile the diagrammatic representations with the descriptions in the text. I felt that this lack of clarity was probably a consequence of the audience problem that had manifested itself before. Apart from these flaws, however, there was not much to criticise, especially in the organisation of the chapter which was logical and coherent {Para 93}.

MSP:9: The first consultation dealt with general organisation, and at the second, improved cohesion was noted and some minor issues around coherence. Here, the consultant modelled some linking sentences and they spoke about the introduction and conclusion. In this respect the only problem was a lack of coherence in that there were no links between consecutive sections. I explained the necessity for this and modelled some linking sentences for him. However, this was a minor problem; ...the major issues in this consultation were the introduction and conclusion to

the essay. He obviously had no idea of the format and content of these all-important elements of an academic essay. He had prefaced his essay with a so-called 'summary', which did not really convey the gist of the argument, starting as it did with a paragraph on the functions of law and then summarising, in no particular order, how he intended to approach the topic. I advised him to move the paragraph on functions of law to serve as an introductory paragraph to the section on existing legislation regarding conservation. I then explained that the summary of his approach to the essay topic should be in the introduction, as a thesis statement (I had to define this term, of course) (Para 21). S then received encouraging feedback on his essay. Addendum: The student reported later that he had achieved a mark of 68% for this essay, and had been congratulated on its organisation and logic (ibid.). The next reading revealed similar issues – good organisation but issues around introduction, cohesion, conclusion and coherence needed attending to. but there was an almost total lack of introduction and conclusion, and little or no coherence between the various sections in the body of the essay. The introduction had improved in that it contained a thesis statement, in which he summarised his intended approach to the topic. However, the topic itself was not clearly stated at the beginning. The essay actually revolved around a statement from the literature, to the effect that environmental education is 'meaningless jargon, which has no effect on sustainable development'. I advised him to give this statement at the start and then tell the reader that it would be debated in the essay. The conclusion was again weak, with no inferences from the main points of the argument developed in the essay. I suggested that he start the conclusion by revisiting the original statement; he should then show how it had been refuted by his argument. It was necessary once again to stress the necessity for coherence in the body of the essay and to model some linking sentences for him (Para 34). And at the next, the consultant found that he had plagiarised and made little progress. Advised him yet again on writing introduction and conclusion Warned him against plagiarism, which was evident in parts of this draft ... I was stunned to see that his 'summary' was no better than that he had written for his first essay: instead of giving, in brief, the main points and conclusions from the essay it was a review of some background material that belonged in the introduction. The introduction itself was sketchy and did not address the specific topic to be discussed. The conclusions were rambling and unfocused, and did not really summarise the gist of what was obviously intended to be the argument in the body of the essay. Thus, he was back to square one as far as these sections of an academic essay were concerned. I was very distressed to see that he had made no progress and was obviously not transferring anything I told him during consultations to subsequent tasks. I was even more upset to note that introduction and conclusion contained some long, involved sentences and high-flown language that was quite different to his own style (Para 46). At the following consultation over a draft reading, the consultant noted improved introduction, improved conclusion, but issues of cohesion and coherence and referencing needed attending to. He had omitted the useless summary he had drafted and the introduction was well-nigh perfect, with just minimal background material, followed by a clear statement of the topic and his intended approach to it. The conclusion had also improved dramatically, with inferences and recommendations drawn logically from the argument developed in the body of the essay. The general organisation was good, but cohesion and coherence were poor in places, especially towards the end, where suggestions for the preservation of biodiversity were given in seemingly random order, without regard to any relationship they bore to one another. ...I spent most of the consultation time helping him to group these important points into cohesive paragraphs, coherently ordered. Once again lack of coherence was a failing throughout the essay, so I again had to model linking sentences for him. ...However, the related problem of inadequate referencing arose in this consultation. He had listed a number of references but few were cited in the text. I therefore had to explain to him that it was necessary to acknowledge the sources of any ideas used, even if he had expressed them in his own words. He showed little understanding of referencing conventions, so I spent some time explaining the Harvard system for citation and listing of references (Para 58). And following again with improved organisation and improved cohesion – to the delight of the consultant, despite it being a new genre for the student, I had wondered how he would cope with this new writing genre and was pleasantly surprised to find the report well organised, with an appropriate introduction, stating clearly the objectives of the field trip, and the main body grouped into cohesive sections. Thus, he was definitely showing improvement in general organisation and cohesion (Para 70) and she deals with his conclusion and cohesion in statistics. However, the conclusion was again weak, and it was this that I focused on during the consultation. One statement was not really supported statistically by experimental data; I warned him to check on this. Another problem was that he had ended very negatively, by explaining why they had been unable to carry out the projected meteorological measurements, owing to adverse weather conditions. I suggested that he mention this briefly at the start of the conclusion to the report, but rather end with the positive aspects, summing up the interesting results that they had achieved (ibid.). Next, the consultant notes how issues are lessening. When I read his draft I was very pleased to note that the essay was very well organised, both with respect to overall organisation and cohesion and coherence, and thus his improvement in those respects had been maintained. He had also overcome his earlier difficulty in writing introductions and conclusions; both were highly satisfactory in this case. The only major issue that had to be discussed at the consultation was lapse of register in some parts of the essay – this happened especially where he gave recommendations in point form, which turned into a 'recipe' format, with a series of short, sharp commands. I explained that to preserve the academic register of the rest of the essay each recommendation should be written as a full sentence in the form 'should be done' rather than 'do this' (Para 86). Then syntax is dealt with – as a minor issue. I gave him extensive written feedback on his linguistic errors so that I could devote the consultation time to helping him to reorganise his points in order to improve cohesion within sections and avoid repetition (Para 134). The student's writing continues to develop. He had obviously also assimilated my injunctions about grouping his points into cohesive sections, which had been a major issue at his previous consultation. This chapter was very much better in this respect than the last one; it was well organised into sections and subsections, which were cohesive and coherent, and the argument flowed logically. ...The only major flaw in this chapter came in the conclusion, at which stage he had introduced some new material. I had to explain, therefore, that this was not acceptable; I advised him to add another subsection to the discussion in order to integrate this extra information into the body of the chapter (Para 148), although there are still remaining issues, which the consultant is on the alert for. At the consultation I first pointed out the discrepancy on the order of the discussion and, more important, the omissions from the discussion, i.e. the points that had not been further elaborated. He was startled by this; obviously he had indeed 'lost track'. Much of the consultation time was spent 'brainstorming' in an attempt to draft a concluding statement of the type I had envisaged. We did produce a concluding paragraph along these lines, but I emphasized to him that this was just intended to be a rough guide and that he should work on it further. I advised him to revisit his initial research question and then focus the general conclusion on showing the extent to which the research findings had answered this question (Para 157). The second major concern for me in this draft was to check whether all the illustrations and tables, which I had not yet seen, were acceptable and properly integrated into the text and that the changes recommended by his supervisor and by myself had been accomplished without disturbing the flow of the argument. This was a case of good and bad news – the illustrations and tables had been well integrated but there were lapses in cohesion, and to a lesser extent in coherence, in the chapters that had been drastically revised (Para 170). He had adopted most of my suggestions of the previous consultation regarding what should be included in this final summary of the gist of the argument but had added a new thought of his own, that it was doubtful whether the Namibian Government would have the 'political will' to implement the recommendations. This made a very weak ending, and actually seemed to negate the whole purpose of the thesis. At the consultation I advised him strongly to delete this and he agreed when I explained my feeling about the impact on the reader (ibid.).

MSP:6: – Came for language editing – sent by his lecturer – but there are a multitude of issues; headings, tables, expression, justification, focus, syntax, structure, elaboration, background, bibliography, definition of term, clarity, register, repetition, coherence, cohesion, relevance, illustrations, referencing were all shown to need to be dealt with at first draft reading. **CONTENTS:** Needs layout (so main headings and subheadings are clear) – and some re-ordering by the looks of it. I don't think it is worth having a heading: 'Introduction' in each section. Thesis is 130 pages long. Long list of tables (29) – ranging from stress patterns related to various sources to various possibilities to various comments.

INTRODUCTION: Don't include unnecessary or apologetic language, e.g. '...no doubt...', 'Education authorities may not be aware of the impact...' - Don't assume; state directly that it HAS an impact. First paragraph makes it look as though the thesis is about the impact of inequalities rather than stress being the main focus. Issues here = structure, focus and syntax. I'm not convinced by his argument about the ratio of stress in rural schools-vs.-stress in urban schools. Detail/important information is not always given. 'The main purpose of this study is to provide rural secondary school teachers and educational administrators with a potential problem confronting teachers.' !!! No historical background given. No bibliography given. He needs an introduction to the term 'discourse'. ...CHAPTER 2 contains an in-depth discussion of the definition of stress, but occasionally lacks clarity - as to which type of stress is being referred to. Quotes must be punctuated appropriately. You need to translate - your reader may not understand Afrikaans. Some repetition. Logic not clear. Careful of pointless statements - e.g. 'Events in and of themselves are neutral'. Careful of jumping terms - e.g. 'Occupational stress'/'work stress'/'teacher stress'/'stress' - distinguish between them. Your figures need explaining. Some well-written parts in the explanations of models of stress - I think it should be merged and not separated from the section on definitions. Sexist language. Some parts are written very well - but I'm concerned that they may have been copied without acknowledgement. Descriptions of models go on and on - 50 pages - which is just under half of the entire thesis. - Too much; pick out relevant ones. Needs a critical comment on each model - e.g. do they work for you? Don't say '...or alternatively...'. Repetition of sentences. Too many overlaps between definitions and models - merge them. Analysis of your research should go under an appropriate heading and not under 'Literature Review'. RESULTS and ANALYSIS section is terrible - indicates a lack of supervision - very mixed up and awkward and generally needs ultra work (Para 38). These issues were touched on throughout his series of consultations and most especially dealing with issues of cohesion and coherence. What about the chronology of your report on research? It jumps about for no apparent reason. Can you refer to 1978 work as current research or ideas?? I questioned a number of his causal factors for stress - also pointed out that he tends to take all responsibility away from the teachers themselves - paints a very victimised image of stress for them - e.g. lack of motivation in students. (- surely the teachers have some role here - both in the existence and in the solution??) ...Elaboration needed in a number of places (Para 147). But a variety of content-related responses was also dealt with in relation to Ss writing. Why is there no analysis? Can't cite references from research done in the 80's in a discussion on Curriculum change in the 90's! Actually, I'm concerned about all the quaint references he uses - he gives no indication of where these studies were done anyway. Who said the teacher-pupil relationship is a parental one?! Some nice data from the interviews - pity he couldn't use more. It's frustrating - talks of incredible stories but only gives one extract from one of them - leaves the reader out in the cold (Para 215) and elements of analysis, expression, register, elaboration, cohesion, justification, conclusion, sentence structure. Reads like a subjective policy speech - no - supposed to be analysing your results here! Analysis should be based on fact; Everything should be justified - so no 'maybe'/'could be'/'probably'. I'm not sure statistical tables should appear in the analysis. Actual analysis is very lacking in places. Could try harder - too many This is difficult to explain. Seems to be contradictions - e.g. in importance attributed to various stress factors. Too many generalised statements attributed to no-one. ...Some stuff is so normal - e.g. fact that less experienced teachers get lower salaries - in order for your point to get across, need to say more. ...You really do need to back up your statements with quotes from interviews - there are so few given - and they sound like a potentially rich resource for your report. Chapter 5 needs a conclusion. ...Reword to make shorter sentences. Seems too literal an interpretation of my advice on conclusions - viz. being a rewording of the introduction. Put together, they look like nothing has gone between! ...Conclusion does, however, contain new ideas and examples - these need to go in your body. A lot of the conclusion is analysis. Nice ideas on 'solutions' - could be explained further. Conclusion ends abruptly (Para 237). Even towards the end, headings, relevance, cohesion, focus, edit, clarity, definitions, coherence, repetition, expression, clarification, references, bibliography. Title needs shaping. Background needs to be relevant to topic - start with YOUR recent research experience and go into the problems you experienced and on to possible reasons and then into your current interest. Statement of problem is a bit wild. - Careful. Try to contain. Lots of reworking/rethinking needed that should I 'edit' now, I would be doing the major part of the work! Include objectives. Terms need more clarity/fleshing out. I'd hold on the definition of 'sensitive topics' for the moment. Purpose of some paragraphs not clear. Literature Review needs flow - feels merely like a collection of quotes at this stage. - Flesh out. Repetition of points. Careful of personification (- the study doesn't hope - YOU do!) Research design feels very secretive. What does 'in line with Mouton' mean? Is a time schedule required here? References - do you understand the difference between references, bibliography and reading list?? Nice to see layout there from the start! (Para 301).

⁵⁴⁶ The essay started off with vague generalisations, and then moved into a fairly complex definition of the terms. There was very little signposting or evaluation, and no sense of an argument being developed. We discussed building a foundation on which conclusions can be drawn, and also thought about ways of tidying the introductory paragraph. I asked questions about the relevance of certain observations, and we discussed whether these could be excised, or better integrated into a strong argument (FSP:1: Para 150).

Too much all mushed into one section. Try for one thought per paragraph. Language needs to be more tuned into statistical type discussions - not 'They said yes other varieties should be accepted'. - Give statistics. What is a 'subconclusion'? Need a general conclusion (FSP:5: Para 14). Don't personify 'The question'. Still struggling with rationale - often doesn't match her question, often merely a rewording of the question. I had to challenge quite a lot on why she asked the questions (Para 84).

Some statements were apparently contradictory, so that her argument was not properly developed; ...I discussed her argument with her and once I had established what her opinion was I helped her to modify some of the statements so that they did not conflict with the logical flow of the argument (FSP:6: Para 10). It was only on general aspects of organisation that I had to give her advice: as often happens with postgraduate theses division into sections and subsections was not always clear-cut, as the different levels of headings were not distinguished and the numbering system adopted was rather inconsistent (Para 33).

Argument: None evident. Logic not clear in some sentences. Paragraphs don't have identifiable points to them. No conclusion (FSP:7: Para 13).

My main concern about this draft was the lack of clarity in her exposition of the basic theory of potentiometry, which was difficult, at times impossible, to follow as it was just a mass of equations in which the terms involved were not properly defined, so that one could not understand how an expression was derived from a preceding one (FSP:8: Para 66).

Much elaboration and discussion needed. Need to engage with quotes. Facts need to be backed up. Lack of flow. Depends too much on quoting others - this disrupts the flow of YOUR writing (FSP:9: Para 223).

Link issues - e.g. why 'It can be drawn from this that coloured pedestrians are more in danger of road accidents, not only to injure themselves but other road users as well' after table on 'pedestrian' drinkers! What is the significance of 'pedestrian drinkers'? Logic unclear - e.g. Dop system doesn't exist in the townships - where the drunken pedestrians you're talking about are! [This issue took some time to explain to her in the consultation] (FSP:11: Para 137).

Some points were repeated several times throughout the essay; as I remarked after one of her previous consultations this repetition was probably a consequence of the lack of organisation at micro level. The usual grammatical errors abounded, but I felt that this was less important than the poor organisation in the essay, which disrupted the logical flow of the argument. Thus, most of the consultation time was spent showing her how the essay could be reorganised more logically, e.g. the general discussion of the mediation process to precede the use of the case study as an example of the successful operation of the process. I also helped her to improve coherence and to eliminate the unnecessary repetition of points (FSP:12: Para 99).

This chapter, which was fairly lengthy, was nevertheless easy to follow because it was divided logically into sections and subsections with different levels of heading, duly numbered as I had advised. There were, however, some lapses in cohesion (too much in one paragraph or inappropriate paragraph breaks) and coherence (sentences or paragraphs in wrong order) in the discussion section. There was also a tendency

to repeat some of the verbatim quotations from respondents, which were given in both the early part of the chapter, where the results of the survey of opinions were presented, and the subsequent discussion of their implications. Apart from these flaws, however, the discussion was largely satisfactory and the argument well developed {FSP:17: Para 43}.

Lots of repetition of ideas. It may be useful to work out topic sentences for each paragraph and then build around them – thus creating a skeleton for main work. Your essential introductory information comes in at around page 6 – it should go at the beginning to set the scene for me as reader so that I'm not asking the questions and distracting myself whilst reading. Aims section needs to be much more formal. Try to do a draft of this section for next time? {FSP:24: Para 90}. Needs restructuring – separate out different subtopics. Needs own comment on quotes – they're isolated. Some repetition. Some very isolated points – Links are essential between paragraphs. ...Some detail needed – e.g. statistics for schools. Needs concluding statement {Para 253}.

[S] started planning her next assignment, on traditional healers and medical aids (her own topic) with me. I noted that this was a good idea, since the real work is often done during the planning stages of an assignment {FSP:1: Para 169}. Generally the essay lacked signposting. There was some conceptual confusion between somatic and psychological, partly attendant on the fact that traditional medicine does not draw this distinction. Nonetheless, the essay did not relate clearly to the discipline of psychology, and more specifically did not develop a clear thesis. I indicated places where [S]'s own voice might come through more clearly, and tried to get her to articulate a thesis - difficult {Para 183}.

Tends to present lists of facts (not from the literature) - remember reader is a real person. Need cohesion and coherence {FSP:3: Para 86}.

Nonetheless, the writing which she did submit was entirely inadequate, and this was to be expected as the bulk of the thinking for this project had not yet taken place, due to her underestimation of the task involved. Her synopsis focused almost entirely on rehashing the method, and she had drawn no conclusions {FSP:4: Para 10}.

Another problem was that the conclusion was rather weak. To strengthen it I suggested that she extrapolate from the specific example-of the textbook considered in the essay to a general statement about the importance of accurate translation, taking into account cultural differences in the target audience, in the transformation process in South Africa {FSP:7: Para 62}. The issues that arose this time were exactly the same as those in many of her previous consultations, viz. the introduction to the chapter was totally inadequate and there was no conclusion at all. The body of the chapter was satisfactory in general, except for some inconsistency with respect to division into sections and subsections and the usual lapses on cohesion within subsections. I gave her written feedback on how cohesion could be improved and devoted most of the consultation time to discussing what should be included in the introduction and conclusion {Para 140}.

There were also no links between the various subtopics (she had not taken Cathy's advice in this regard). Even more serious was the fact that recommendations on ways of overcoming problems of alcohol abuse were interspersed among the data in this chapter, where they did not belong at all {FSP:11: Para 176}. A further problem was one of focus; in some cases she had included not only the theories regarding factors predisposing to alcoholism but also the solutions that had been proposed by the original authors and in some cases a great deal of unnecessary detail regarding the psychological aspects, which were not really pertinent to her topic {Para 243}. I was sorry to note that there was little improvement from the earlier draft with respect to organisation: although the results of the various surveys she had studied were grouped together more cohesively there was still no division into subsections with numbered headings, so that it was difficult to discern where one ended and another began. There were still no links between the various subtopics (e.g. relating incidence of drunken driving to race, age, gender etc.), so that the presentation of the results remained somewhat disjointed {Para 282}. As mentioned in the previous record, she had ended Chapter 3 with 5 pages of recommendations that belonged in Chapter 4; I found when I revisited these pages that this made a discrete section on its own, since it dealt primarily with existing legislation and programmes and thus fitted in well between the first section in chapter 4 and the second. With the overall organisation sorted out, I spent most of the preparation time for her next consultation making countless suggestions for improving cohesion and coherence within sections {Para 301}.

Cohesion within sections and paragraphs was an issue that had to be addressed again, but I saw some improvement in this respect, and I was pleased to note that she had made an attempt to introduce linking paragraphs between sections, as I had advised her to do at the previous consultation ...There was also less repetition, probably as a consequence of the improvement in organisation {Para 155}. In trying to accommodate her supervisor's changed perceptions of what needed to be included in the introduction, [S] had lost all sense of organisation and had simply tacked the information about the factories on to the end of the chapter, after the statement of the research aims and hypotheses {Para 350}. Possibly because of the pressure she was under she had regressed badly in her writing, especially with regard to organisation, and her old weaknesses such as lack of cohesion and coherence in grouping her points, and a resulting tendency to repeat the same point several times in different sections were once again very much in evidence {Para 799}. My only criticism was that some of the really important issues were rather buried within the paragraphs in which they were raised, and I suggested to her that formulation of each of these on a separate line, preferably in bold type, at the end of each paragraph would make them stand out more {Para 864}. The old problem of lack of cohesion and especially coherence, with a concomitant tendency to repetition of the same point in several places, had resurfaced, and therefore the newly written portions of this document needed a high input from me to make them even comprehensible, let alone fluently written {Para 923}. There were different themes discernible, but the points related to these were scattered throughout the chapter and often recurred several times. This was a pity, as she had developed some interesting lines of argument but it was difficult to follow these through all the verbiage and constant repetition. I decided that the best way to help her was to list the main themes that I saw emerging and try to persuade her to group all the points relating to each together in a section dealing with that particular aspect, and nowhere else. I drew up this list before the consultation and most of the consultation time was spent indicating to her where the various points should be grouped {Para 987}.

I found the major weaknesses to be that the main points were presented in detail repeated!, {FSP:14: Para 11}. INTRODUCTION. More clarity is needed - this is a problem throughout the draft. Terms such as 'neglect' and 'abuse' need to be clearly defined. I suggested some reorganisation so that her introductory discussion moves from the general to the specific - i.e. from general points about child neglect to her actual study in Khayelitsha. Contradiction - 'Major reported cases are from lower socio-economic classes; who live in the squatter areas of Khayelitsha', 'The problem transcend class, gender, race and ethnic and religious backgrounds' {Para 66}.

Her paragraphs tended to be far too long and to contain several major points; I had to explain that there should be only one topic per paragraph and indicate where breaks should occur. The order of sentences within paragraphs, and sometimes the sequence of paragraphs, lacked logical progression in places, so I had to give her a great deal of written feedback on this too. Another problem was excessive repetition of certain key phrases, or even whole sentences, which, though germane to the argument, were clearly enough expressed the first time they were stated and did not need to be reiterated until they almost became slogans. I had to persuade her to cut out this repetition; these points had obviously caught her imagination {FSP:17: Para 58}.

Focus: [S] has obviously read a fair amount, however, she focuses too much on the detail around the picture rather than the detail OF the picture. (Seems to see the frame more clearly than the work!) I pointed out some issues that could be taken into a discussion {FSP:19: Para 157}.

Seems to lack focus - but this may be because it is a foreign topic to me. Cohesiveness - absent. Says what research is about and objectives don't comply with this. Links not tight enough. Background section, objectives, research question and study are all different {FSP:23: Para 37}.

Main problems are: structure and organisation, she needs one thought per paragraph, needs to make use of subheadings. There is no engagement with the issues, quotes are isolated - her opinion does not come through. Also needs to work on her introductions {FSP:24: Para 29}.

Elaboration: Needs your comment on quotes. Needs your working definition of Social Networks. Needs tightening up. Organisation: Paragraph saying what is in the Chapter is in the middle of introductory section and not linked to other paragraphs. In fact, introductory section could be

broken up. There is an absence of argument - this chapter needs a backbone. Logic not always clear. What is the point of all the ages given? Be consistent - if you give some, give all (Para 401).

⁵⁴⁷ However, writing a conclusion was still posing problems for her and she had not as yet attempted this. She obviously had not yet developed the confidence to draw conclusions from an argument (FSP:7: Para 152).

Some of these missing points were raised, however, in the concluding section of the chapter; I was surprised that she had reached this stage without realising that one should never introduce new material when presenting conclusions (FSP:8: Para 211).

The one bright spot was the conclusion, which I now saw for the first time; she had summarised the main thrust of her argument rather well, and I was glad that she had benefited from her previous consultation in that respect, if in no other way. The concluding chapter was, in fact, the best in the thesis: she had added a section on the Health Promotion approach to overcoming the problem of alcohol abuse which was well written (I hope not due to plagiarism!) and added considerably to the value of her recommendations. So it was not all doom and gloom, (FSP:11: Para 327).

Also, despite my previous advice, she still had not revisited her original research hypotheses and discussed the extent to which they had been validated by the results of this project. I stressed the necessity to do this and, as it was evident that she did not know how to approach drawing conclusions in this way, we looked together at each of the hypotheses in turn and considered how the relevant results could be applied in testing that hypothesis. At the end of this long session she did have a clear idea on how she could round off her argument in this manner (FSP:12: Para 324).

CONCLUSION. Non-existent. We discussed this. We also discussed the connection between her own research and that outlined in her readings - I asked her to tell me what new information her proposed research could offer and we talked about how this could be included in her proposal (FSP:14: Para 67).

It was probably a consequence of this absence of coherent flow in the discussion that her conclusion was very muddled and did not really bring together the main points of the discussion (FSP:20: Para 52).

⁵⁴⁸ Perhaps she understood it too well, as the main problem was that a number of points required further elaboration to clarify them for a reader not entirely conversant with the field. I therefore asked her to explain these points to me and suggested that she add to the thesis what she had told me in response to my questions (FSP:8: Para 187).

She still has to write the introduction - we spoke, in detail about what she is going to include in it. I reminded her about keeping the reader by her side (FSP:9: Para 69).

[S's] old habit of listing a whole lot of (other peoples') definitions and no engagement from [S]. Find ONE definition that you agree with and explain it - this could be a combination of others put together by you - but sourced! (Para 222). NB: The purpose of this assignment is not to fill it up with others' ideas, but to use the readings to INFORM your ideas (Para 228).

Elaboration: Need examples, support and elaboration - focus for who? work by who? Explain acronyms. Lots of statements need explaining and/or sourcing - e.g. 'The view that the spread of English is natural, neutral, and beneficial'. Lots of questions from me in the margins (FSP:7: Para 13). When reading the draft I was pleased to note that this time she had succeeded in clearly distinguishing her own voice in the argument, which showed that she had derived benefit from the injunctions of Cathy and myself in this regard (Para 99).

The section on computer modelling was clearer but she had made extensive use of abbreviations and acronyms in describing the various programmes and the tasks to which they could be applied, and nowhere were these defined. I felt that the latter problem could possibly stem from the perennial question of definition of audience for the thesis: these acronyms were probably common terms in the computer modelling field, and she did not realise that they should be defined for purposes of the thesis. It became evident when I questioned her during the consultation that this was indeed the case, and I explained the necessity of writing for a reader who had some knowledge of chemistry but was not necessarily conversant with this particular field. I suggested that all the abbreviations for the various programmes and tasks, etc. should be defined in a glossary, included either in the front matter for the thesis or an Appendix. The problem of the incomprehensible equations, however, was not so easily solved. When I asked her to explain some of these equations to me she just looked blank, and it became obvious that she had simply copied these equations from some literature source, without really understanding them. I told her that it was essential that she should understand the basic theory of potentiometry fully if she was to foreground her presentation of the use of the computer programmes derived from this theory in a way that would be explicit enough for the audience defined as above (FSP:8: Para 67).

Introduction: Too much stating the obvious - all essays have intro's, subsections and conclusions - don't need to tell the reader this. Say upfront what test you're looking at and what aspects of it that you're going to discuss. I got no clear idea of what the test under discussion was, throughout my reading of the essay - you have to tell us what it is about before discussing the theory behind it (FSP:9: Para 221).

DEFINITION OF TERMS. I gave her input on referencing techniques as hers are inadequate - it is not clear which are her definitions and which are other peoples'. Generalized statements such as 'Literature refers to...' ; no detail. I gave some prompts for a discussion here - e.g. How do different definitions of neglect differ? Are there any similarities? What about your own understanding/definition of neglect? I'm not sure what her tutor wants here - whether there should be any discussion, or merely a list of definitions for the purposes of this paper. A literature review is included later (FSP:14: Para 66).

At a glance of her essay, I could see that she tended to mix everything up - i.e. no structure and she summarised the pictures rather than talked about the theories around them. There was no line of argument in her writing and no sign of her own opinion (FSP:19: Para 13). This was an essay on some works of art.

I thought that this omission was probably due to uncertainty about the audience for the report. I advised her to show the calculation, with a full explanation, in an Appendix since, even though she could assume that the lecturer to whom she was submitting the report understood it, an academic report should always be written for a wider audience (FSP:22: Para 70).

Some obscure references. Little is actually from [S] (FSP:23: Para 103).

⁵⁴⁹ I told him to omit the long section on the Africanisation of the Methodist Church from this chapter, as it did not belong in the introduction, and to follow the section on the background to the research with an expanded section on the research objectives (including a formulation of the research questions/hypotheses), a much more detailed account of the methodology and, to end the chapter, a short summary of how the thesis was to be organised. I explained that this was all that was required for the introduction to a thesis, which should not elaborate on any of the issues to be raised. The lengthy review of the development and Africanisation of the Methodist Church in South Africa, which was obviously important in order to put the contributions of the 4 leaders into context, should become Chapter 2, i.e. the first chapter in the body of the thesis. I further advised him to divide this chapter into sections, as it was very difficult to read as it was - many pages of unbroken text (MSP:7: Para 258).

⁵⁵⁰ I pointed out this lack of cohesion to him and stressed that all points on optimisation (the main thrust of his work) must be together in the same subsection (MSP:5: Para 23).

Finally I pointed out to him the weaknesses in his argument and conclusion in his mini-research project. As his sample consisted of only one teacher of each gender, it was obviously impossible to generalise about any gender differences in perceptions of scholars' mathematical ability, as he had tried to do. I advised him to state this as a limitation of the project and then to discuss how he would improve the reliability and validity of research project (MSP:4: Para 99).

The main problem, however, was the rather illogical organisation of the material in the research proposal. For example, he had formulated his

research questions immediately after the introduction, before the literature review, out of which many of the questions arose. His research hypotheses were far separated from the questions, coming after his discussion of the methodology to be adopted, which again was not logical since the hypotheses determined the methodology. His scheme for the thesis appeared in the middle of a section that should have been headed 'Scope and Limitations' but was in fact headed 'Subjects, Scheme and Resources'. ...Much of the consultation time was devoted to discussing the most logical organisation of the proposal. I was surprised to hear that he had received no guidance on this; he had just been referred to existing theses, which was not quite the same thing {MSP:7: Para 61}. The chapter on the life and work of Rev. Zachariah Mahabane was also very badly organised, with little or no coherent flow. Sections on the political involvement of the subject in the fight against the colour bar were interspersed with those on his work in the Church per se, and within sections there was a great deal of jumping around from one topic to another and back again. This gave rise to much repetition: [S] kept returning to the fact that Rev. Mahabane had been an opponent of racial legislation right from the inception of the legally entrenched colour bar in the talks leading to the Union of South Africa act of 1910. The Land Act of 1913 was also mentioned many times {Para 280}. There was neither introduction nor conclusion and the order of the paragraphs was not at all logical. It seemed that he had just taken points at random from what he had read on the development of the so-called African Renaissance and its implications for South Africa and strung them together in this draft. The lack of coherence, of course, prevented the logical development of any real argument, and it was well-nigh impossible to see what the role of the church was in all this {Para 351}. Cohesion within paragraphs was also poor, with many sentences in the wrong order. At the end of the chapter there was no link to suggest that the discussion would now turn to the moves towards Africanisation of the Methodist Church {Para 385}. I found that there was no clear statement of the research hypothesis in the introduction and the research questions were certainly not related to the eventual conclusions. This was, of course, a serious matter and much of the time during the long consultation that ensued was devoted to trying to help him to formulate his hypothesis and questions around what had become the main thrust of the thesis {Para 413}.

He had followed a general discussion of the distribution of various orchid species in East Africa with a section on embryology and then one on the morphology of orchid seeds, before discussing the necessity for and different approaches to the conservation of threatened species. In the general discussion there was a lack of coherence in that paragraphs on threatened species were interspersed with those on distribution of species in general. I gave him extensive written feedback, which included a plan for re-organisation of the chapter so that the material would be presented in a more logical sequence: i.e. the section on conservation to follow the general discussion, and the section on seeds to precede that on embryology (since the seed must precede the development of the embryo!). I also advised him to group all his paragraphs on rare and endangered species together, after the discussion on distribution of all orchid species, which would not only improve cohesion in the first section but also mean that the section on endangered species would link to the section on conservation {MSP:13: Para 25}.

I then pointed out the lack of coherence and suggested sentences that could link the various sections, so that it would become apparent to the reader that all this background information was indeed relevant to the proposal to build a community centre in Langa {MSP:17: Para 37}. Tends towards one-sentence paragraphs. This writing is very jumbled - I wish there was more time, because his content has a lot of potential. Has one heading: 'Argument' - which includes some methodology and some background. Loses focus - especially when [S] becomes too emotionally involved. Much repetition. ...Argument doesn't take off. Subheadings need to tell a story - yours are too elusive - goes from 'Argument' - to - 'Defects and problems encountered' - to - 'Vandalism' - to - 'Mismanagement and lack of maintenance caused by:' - to - 'Proposals to manage and maintain the centre' - to - 'Problems' - and so on - all bulleted {Para 116}.

⁵⁵¹ There is still a tendency in [S]'s writing to pastiche different theorists' claims together without clearly indicating her own line of argument {FSP:1: Para 206}. [S] did not always indicate clearly whose opinions she was dealing with. A considerable part of the literature review was summarised from one source, leading to confusion. Her own opinions were not clearly distinguished from those of the critical texts she was reviewing {Para 234}.

Need YOUR comment on readings - not a list of what others say/think {FSP:5: Para 429}.

⁵⁵² A major concern, though, was referencing, which was very inadequate: several of the references cited, including some of the pivotal ones, had not been listed in the bibliography, which I now saw for the first time. He also seemed unsure of referencing conventions, e.g. he had given the complete reference in the text in many cases, instead of just the author(s) and the date {MSP:7: Para 153}. Also disappointing was the fact that his citation of references had remained slipshod with many of the references cited in the text not being listed at the end of the report {Para 193}. This was drawn from the writings of Bonhoeffer and others, and was well documented (I was pleased to see that he seemed to be mastering the art of referencing at last) {Para 220}. He had also been more honest about acknowledging direct quotations; it seemed that my veiled warning on this question had hit home. ...I found little to criticise except for some lapses in referencing conventions and some syntactical errors, though even the latter were fewer than usual {Para 439}.

Referencing is rather patchy - it's not always clear what is being referenced, there are no quotation marks - and I'm sure some of the stuff is quoted directly. Consistency of various things needed {MSP:6: Para 134}.

Referencing also remained a problem: this time the ideas used in the text were properly referenced (that at least was an advance) but he had included 4 tables, obviously not his own, without any acknowledgement of their source {MSP:4: Para 44}.

The rest of the consultation time was devoted to referencing, as he had not used the correct format in his bibliography and there were some references which had been omitted from the bibliography. I pointed out the omissions to him and advised him on the correct format for giving references to journal articles (he had omitted volume and page number in each case and there was some inconsistency in the use of initial capitals in giving titles of articles) {MSP:3: Para 24}.

⁵⁵³ What about tables to compare stats - such as the failure rates of methods of contraception? {FSP:3: Para 86}.

Tables and graphs need explaining {FSP:5: Para 11}.

The main problem in the section of the results chapter that she left with me for this consultation was the presentation of the results in the form of illustrations. Some of these Figures were not at all clear, especially those in which she tried to demonstrate the effects of periodic operation of the reactor, with 4 or 5 reduction and re-oxidation cycles. These had been reduced in size to such an extent that the individual points at various stages in the time scale had become indistinguishable - just a blur {FSP:6: Para 43}.

illustrations were not so clear. She had tried to include too many points in a small diagram in some cases, and the result was some very ill-defined graphs. I suggested that she enlarge these figures and/or include fewer points, so that the trends would be more clearly visible. The figures were not always referred to in the text, so that it was sometimes difficult to relate them to the discussion; I pointed this out to her {FSP:8: Para 188}.

The main problem in this draft was that she obviously had no idea of division of a thesis into sections and subsections. In both introduction and literature survey each part just followed on from the preceding one, which made it difficult for the reader to follow and (worse) made cross-referencing impossible. A further problem was that she had included tables in the literature survey with no numbers or captions. It was thus difficult to perceive the relevance of these data to the text, as they were not properly integrated into the chapter {FSP:8: Para 31}. One new problem arose: in this draft she had for the first time inserted the illustrations and I could see that these were not all properly integrated into the text. This applied especially to those included in an Appendix, with her raw data. I stressed the importance of integrating all her figures into the discussion, since they were highly relevant to the conclusions being drawn, and we discussed how best to do this {Para 154}.

some new issues arose. My criticism of her tabular presentation of data applied also to an important illustration, which was supposed to show the principle of the system but was not at all clear because it was (a) too small; (b) not sufficiently explicit in labelling and legends. A description

of the system in the text was also not clear, as there were several points that needed further elaboration {FSP:13: Para 44}.

I explained to her that all tables should be numbered to facilitate reference to them in subsequent discussion {FSP:17: Para 61}.

⁵⁵⁴ After I had managed to make some sense of the text, I drew his attention to the tables that were not integrated into the text and, especially, to the results that were not discussed, and made a point of emphasizing the necessity for proper integration of all pertinent information in a scientific paper. After some discussion, I was able to indicate to him where the missing information should be inserted in the text {MSP:13: Para 14}. With regard to the data presented in tables I emphasized (again) the necessity to refer to all tables in the text so that the data thus presented would be properly integrated. At the consultation all these issues were discussed in detail {Para 25}. The discussion section was long and repetitive: he had identified 11 types into which seeds could be classified on the basis of their morphological features, and these features were described in the text for each type. It was difficult to make comparisons in this way. I advised him to try a tabular presentation, so that similarities and differences in size, shape etc. could be seen at a glance across the columns {Para 52}. Advised him on numbering of tables and illustrations and on improving table design {Para 89}. I advised him to convert to landscape format and perhaps use a smaller font in attempting to fit the entries for each character on to one line. I also suggested that he remove the notes from the body of the table and give these, where necessary, as footnotes at the end, the characters concerned being designated by the footnote number. He had added such explanatory notes even for his own embryological data, where the terms involved had already been explained, in Chapter 2. I pointed out that this was unnecessary; explanations were required only when using data from other studies. Thus, major changes were required in the presentation of the research data, which constituted a major proportion of this chapter {Para 104}.

I also explained that the necessity to acknowledge sources applied to tables and illustrations as much as to the ideas used in the main text. The placing of these tables was another issue: he had put them in an Appendix, but the data thus presented was germane to the argument and therefore I felt that they would contribute to the discussion far more effectively if placed at the appropriate parts of the text. I advised him to move them, so that they would be better integrated into the discussion {MSP:4: Para 55}.

⁵⁵⁵ In this draft the organisation of the material was much more logical; she had obviously followed the plan I had suggested. Also, all tables and figures were now integrated into the text {FSP:4: Para 48}. The thesis was now well organised and the various sections were coherently linked. The final chapter, with the conclusions and recommendations arising from the study, was also much improved, probably as a result of her supervisor's input {Para 66}.

The additional material was well integrated – she had improved considerably in that respect – and cohesion was satisfactory {FSP:12: Para 556}. When I read through this draft I was impressed with the general organisation of the report, the findings being grouped into sections according to the health hazard or other aspect of occupational health and safety that was involved, {Para 689}.

The overall organisation of the chapter was highly satisfactory, and coherence too much improved. There was the odd lapse in cohesion within paragraphs, so that I had to advise her to change the order of her sentences, but by and large I was delighted at the improvement in cohesion/coherence, which had been a really major issue in her written work previously {FSP:20: Para 156}.

Possibly because this was, in a way, a second draft based on the earlier essay, I noted fewer problems with respect to organisation and flow this time {FSP:7: Para 152}.

I felt that she should do well in this writing assignment and that the polish she had acquired in discussing the results of her research augured well for her dissertation also {FSP:13: Para 73}.

She took me through it - it looks more organised - has made use of mind-mapping and our last discussion {FSP:24: Para 183}.

⁵⁵⁶ **FFP:2:** Worked on improving conclusion in first consultation, The essay was well organised and the argument flowed logically, but there was no real conclusion as such. She had written a section, towards the end of the essay, which she had headed 'Evaluation' and here she had summarised the debate as presented in the essay, but this section was about 5 pages long, too lengthy and wordy to be called a conclusion. Furthermore, she had added another section after this, in which the situation in South Africa was specifically addressed. This, the essay ended on a very indecisive note. I advised her to add a short section in which the main gist of the argument, in general and in South Africa in particular, was given very briefly to conclude the essay {Para 11} and on coherence and conclusion in next. Thus, much of my interventions consisted of helping her to draw logical conclusions from the argument in the essay, and showing her where the order of paragraphs should be changed {Para 23}. Improved coherence, improved conclusion noted in the following draft reading, but there was a problem with the writer taking the reader's knowledge, or lack thereof, into consideration. The main problem in this draft was that some points were not sufficiently elaborated, in my opinion. When I raised this during the consultation she said that this was not necessary, as they were 'well-known facts'. Thus I realised that here again we had the perennial problem of definition of audience for an academic essay {Para 39}. But her writing continued to improve. It was pleasing to see that she had maintained the improvements noted at her previous consultation with regard to coherence and the drawing of logical, well-substantiated conclusions from the argument. The only flaw in the general organisation of the essay was that the introduction lacked a thesis statement {Para 51}. Then on draft chapter of thesis, just before hand-in – where there was a backslide – with all sorts of issues reappearing; lack of coherence and cohesion, neglected referencing and relevance. The literature survey was quite satisfactory - well organised and flowing well - but as soon as the discussion section started, where she had expressed her own views on the various possibilities of ADR, there was a serious lack of coherence. Linking sentences /paragraphs were needed between consecutive sections in places, but I was more concerned about the fact that there were no references to the pertinent points in the literature survey where these were applied in the discussion. One had the impression that the dissertation had been written as 2 separate documents; this was probably true, but links between related sections in the 2 should have been introduced at this late stage. The argument was thus disjointed, and this was exacerbated by the insertion of a section that was largely irrelevant to the main topic of ADR. ...So I was very concerned about this appalling lack of coherence and cohesion in her argument {Para 63}. At the follow-up consultation, her writing had improved to some extent, The revised version was greatly improved with regard to coherence, and the discussion now flowed well, with links to the pertinent sections of the literature review. She had retained the section on the role of lay people, but this had been much condensed and was now focused entirely on their role in ADR. The elimination of repetition and of irrelevant material had reduced the length of the dissertation to 60 pages, which seemed about right {Para 79} but it was now due in.

FFP:3: The consultant noted in her first draft reading that there were lots of issues to address; cohesion, repetition, need for elaboration, coherence and general organisation. Paragraph order is odd. No link/flow between paragraphs. ...Link and flow could be better. 'Goals' don't link in with problem very tightly. Think of outcomes - what could be done with this information? 'Study objectives' - repetition of goals - need to give reasons etc. Needs to explain to me build-up of argument - from problem through to 'justification'. ...PLANS: Chapter 2 - ? divided into Field of focus and Methodology (your chapter 5). Chapter 3 - Literature Review. - Shouldn't this come before Chp 2? NB: Chapter 6 - divide into (1) Presentation of Results, and (2) Discussion. Plans overlap - let's talk {Para 16}. Then, in the next visit, referencing was dealt with and a reminder on the student's conclusion. Content is fine. ...Referencing is odd - has obviously numbered references in Bibliography (not included) and simply mentions the number each time - careful! Some stuff I feel still needs referencing - but may be general knowledge in her field. ...Needs to conclude - with way forward {Para 35}. Paragraph structure, focus and repetition of ideas were dealt with next, {Para 49} and then her focus, expression and references. Some dense paragraphs. Rewording suggested. References become lists and not clear how much is referenced {Para 91}. The consultant also recommended the use of tables and more creative headings, and again, dealt with repetition. {Para 99}. She gave another reminder about the need for editing and rewording, elaboration, and to check for cohesion and repetition. 'Justification' section - feels very repetitive - Haven't you already justified your reasons for your project? {Para 122}. The integration of tables was talked about later, and the student's contents of her results and discussion sections, Just tables - talk to them {Para 202}, Not sure if she should have results and discussion

together. I talked to her about the difference between 'results' and 'analysis' in research {Para 209} together with further minor reminders for the student in her proof-reading. *Odd word order. Lack of clarity. Some elaboration needed. ...Occasional fleshing-out would be beneficial. Can't summarise from author in '94 when referencing '97 authors. ...Occasional need for your comment. Towards end of chapter - becomes more need for elaboration* {Para 288}. Later, the consultant noted that editing was needed still, but that the writing had improved writing. {Para 311}. And similarly in the last consultation. *Mainly editing here. Looking good - lots of hard work* {Para 324}.

FFP:5: Cohesion was a major factor dealt with after the first draft reading. *Content doesn't fit the topic. (She said she hadn't been sure which title to use). Summary is different from what is stated in the introduction* {Para 24}. And here, the consultant explained the elements of the introduction, the need for justification and coherence. *Organisation and planning - purpose of each section. Argument is lacking. Try for topic sentences - may help the flow. During the consultation I asked her to do this for me and we spoke about ways of improving it. At the moment her topic sentences go: (1) Importance of Wetlands, (2) Functions of Wetlands/Abuse, (3) Why they should be given an independent law, (4) Examining existing wetland policy (waiting for draft bill from home [Uganda] - if it doesn't come, she'll propose a bill herself). I suggested she include some background and a section on the needs of the Wetlands (- in terms of a policy) ...We mind-mapped together and have now organised for: (1) Importance and functions of the Wetlands, (2) Abuse/Misuse of them, (3) Needs, (4) Solutions - independent and proposed bill* (ibid.). Then they dealt with sentence structure, paragraph structure, clarity, elaboration and cohesion and coherence. {Para 49}. And later, focus and condensation. {Para 87}. Improved structure was noted on a following draft reading. {Para 143}. But there were further conceptual difficulties after this. *Had read Radloff - got confused over 'introduction', 'background' (to study - hers/general), and 'literature review'* {Para 178}.

⁵⁵⁷ **MFP:1:** There were repeated issues of lack of clarity, repetition and structure. *It lacks clarity. Needs to specify who/what he's talking about* {Para 59}. *Repetition of sentences. Some restructuring suggested* {Para 62}. *Elaboration needed - e.g. don't just list Acts that protect freedom of expression - explain them. Some odd sub-headings. Odd referencing. I explained the techniques. ...I think a more clear definition of the subsections is needed before we work on the language seriously* {Para 92}. And structure was again the focus in a following consultation. *Organisation - structure and flow of argument. Odd paragraph breaks. Too much 'In my opinion...' Lack of clarity - not clear at times. Logic also breaks at times. Repetition - disturbs the flow and build-up of argument. Conclusion is bland - just feels repetitive* {Para 148}.

MFP:3: First consultation after draft reading dealt with issues of structure, cohesion, sense of audience, no justification, references, detail of content, introductions, conclusions. *But organisation is a huge issue. Try mind-mapping. ?Topic sentences for paragraphs. No link and flow - constantly loses reader - no sense of audience. - leaves out detail. - lots of unanswered questions in reader's mind. - no justification. References are just numbers at ends of paragraphs. No quote marks. No indication of how much is being referenced. Link and flow also needed within paragraphs. A literature review needs to be detailed - not skimpy (like an exec. summary). It is a conversation on available literature. Tell the reader what you're doing. Where are you taking the reader? (Bear them in mind). No line of argument - no sense of map/plan for journey. ...Methodology - huge need for organisation - of sections and within paragraphs. I went through the elements with him and discussed what he should be including here. Actual methods - e.g. one of 'fractionation' - are like recipes - but don't need instructions like 'Obtain.... from...'. Need for introduction and conclusion to sections. I get lost as a reader - difficult to follow. Needs L&F, justification, organisation* {Para 23}. Elaboration, flow and structure were dealt with again, {Para 57} and {Para 64} and introduction, integration and conclusion. *Needs introduction - explain to reader what line of argument/relevance/interest of this section will be. References are unclear. Must integrate within your story-line (you comment on them, link/contrast them). In a literature review, you are relating other research in the area - in order to raise questions for your research. Conclusion needed. (-still incomplete - wants to finish). During the consultation I tried to distinguish between a conclusion and a summary* {Para 64}. And cohesion, introduction, conclusion are dealt with again. {Para 87}. Then C reached her limit, being out of the student's field and feeling no longer helpful. *LOOKS ok - to my uninformed eye - occasional elaboration may be necessary. ...Some looks like its better suited to Literature Review rather than discussion (of own results) section* {Para 97}. But new, more informed C dealt with content more specifically in terms of cohesion, coherence, elaboration and general structure again. *However, I was glad that I had seen the earlier sections too as there were several content-related issues, especially in the methodology section, that Cathy could not be expected to pick up. These were mainly related to procedural details (the staccato 'recipe' format had been retained despite Cathy's advice to the contrary) and there were some serious omissions, especially in describing the paper chromatographic method for QA of the radioactive complex used. Also, in his sketchy introduction of the use of this complex it was very obvious that he had no idea of its molecular structure and chemical composition, which properties seemed to be important in determining its interactions with cells. Thus a great deal of further elaboration (and, I suspected, library research) was needed to clarify these points. Cohesion and coherence remained poor in these earlier chapters, as Cathy has reported. He did not seem to have attempted to implement any of her recommendations; perhaps he was waiting for my feedback and hoping to address all the comments at once. The discussion section was extremely bad with regard to organisation, and points seemed to have been inserted at random with no consideration of logical development of argument. Instead of following the order in which the various aspects had been presented in the thesis he had started his discussion with an unsubstantiated conclusion regarding the relative specificity and sensitivity of scintomammography (SMM), the technique he had been investigating at the Groote Schuur Breast Cancer Clinic, and conventional mammography. About halfway through he had turned to a discussion of aspects of the methodology and then at the end he had discussed his results, also not in any logical order. He obviously had little or no idea of organisation in his writing (as Cathy has commented). ...I drew up a plan for the more logical organisation of the discussion chapter and went through this with him at the consultation. I urged him to adopt a system of numbered sections and subsections, distinguished by different levels of heading, in order to facilitate both organisation and cross-referencing, and made some recommendations in this respect. He had not even done this, which is the only way to organise a thesis* {Para 115}. And repeated issues of cohesion, coherence, integration and referencing - although C notes an improvement in the organisation. *This was very much improved with regard to general organisation (he had followed the plan I had suggested and the text was now clearly divided into numbered sections and subsections). However, there were still places where the order of sentences or paragraphs needed to be changed to improve flow, cohesion and coherence. Some of his tables of results had been inserted in the wrong places too, and some were not well integrated into the text in that they were not mentioned, or the discussion in the text did not accord completely with what the data in the tables indicated. The integration problem also arose in the case of a description of the chemical composition and molecular structure of the technetium 'sestamibi' complex used in breast imaging by scintomammography. He had finally succeeded in finding this information, but had no idea where to place it. I was so pleased to see this structure (I had felt that its absence was a major weakness of the earlier draft) that I was happy to show him exactly where to place it in the methodology chapter* {Para 129}.

ENDNOTES FOR SECTION 7.9: WRITTEN LANGUAGE

⁵⁵⁸ *Language and style were also satisfactory, in general. The only flaws I could find were some misuse of words (she is perhaps over-ambitious in her use of language at present and one or two malapropisms had crept in, e.g. all important characters were described as 'eponymous') and some minor grammatical errors (mainly concord) and spelling mistakes. The grammatical errors were probably just careless slips; she seemed to understand the rules of concord* {FHU:1: Para 95}.

further issue was the register (frequent use of words such as 'simply', 'actually' etc. We also worked on sections of her essay where her sentences were too long or could be phrased more economically {FHU:2: Para 52}.

She needs to pay attention to her punctuation {FHU:3: Para 39}, Careful of using colloquial terms. Watch for grandiose language {Para 58}, Quotation marks misused {Para 60}, Watch expression {Para 75}, I had lots of queries around her choice of words. [S] is going to have to edit herself {Para 85}.

I think the main problems here were with expression - as well as some syntax and spelling and typing errors. I suggested some rewording - attempting to reword together, but finding that she tended to rely on my ideas, rather. She tends towards sweeping statements such as 'I was also made aware of the damage that politics is doing to society.'. She tended towards repetition ... I also felt it may be a bit long and indicated areas where I thought she could cut down {FHU:6: Para 126}.

Repetition of words/terms. Repetition of ideas. Simplification of sentences needed. Tenses - use present rather than future imperfect! Order of paragraphs. Discourse: Too many 'however's - almost apologetic. Sentence structure {FHU:7: Para 136}.

Pointed out some lapses in register, {FHU:8: Para 73}.

She is feeling clumsy articulating stuff - trying to put others words into own. Isn't a need to do this really {FHU:11: Para 65}, Casual language - too informal and chatty. Lots left out {Para 182}, Slack language - not academic {Para 217}.

Expression: The apartheid regime doesn't remove land etc. Odd syntax. ?Afrikaans home language? (Not!) Long sentences and dense. - Gets very confusing. Some stuff just becomes jargon {FHU:12: Para 94}, Careful of starting paragraphs with 'but' and 'however'. Don't use 'we' - your reader doesn't necessarily think the way you do {Para 133}.

Tends to leave out ends of words - apparently due to stress {Para 107}.

I found that her assignment was abrupt, made up of short sentences, her writing was 'tense' as though she was not confident of her points {FHU:19: Para 53}.

She had adhered to the topic and the guidelines strictly but had expressed herself rather clumsily here and there. In this regard, I offered alternative ways in which she could express her ideas to facilitate clarity of meaning which, with this essay, proved quite difficult to do {FHU:20: Para 103}.

She had an odd use of commas {FHU:23: Para 102}, She also used very long sentences and I suggested she break them up - with commas or full stops {Para 138}, Some queries on word choice {Para 151}, Meaning is obscure {Para 168}.

⁵⁵⁹ *In all three cases, the main issue was grammar related: concord errors, missing articles, incorrect prepositions, etc {MSU:3: Para 46}.*

The student was quite passive in terms of trying or the lack thereof to model new sentences, create linking sentences and paragraphs etc {MSU:17: Para 43}.

Many, many surfaces errors in some areas, others almost error free. Plagiarism? {MSU:9: Para 59}.

⁵⁶⁰ *This draft was extremely problematic: it was written in very long, verbose sentences which in most cases contained three or more ideas that could have been broken into simpler ones. We worked through the most difficult ones: I showed him ways in which things could be expressed more simply through making simple sentences and avoiding saying too many things in one sentence. There were also loads of grammatical errors ranging from concord through syntax. These I worked through by explaining them to him and showed him how to rectify them {MSU:15: Para 28}.*

Sentences were generally very long and grammatically in correct. Facts were distorted. I believe that the long sentences were a result of poor language as he could not express himself precisely {MSU:16: Para 21}.

*Obscurity: I wasn't always able to make out what he was saying - it was a matter of expression in his writing rather than a lack of knowledge or understanding of the subject matter. We worked through some of the points together but with others I pointed out why they didn't make sense to me and left him to clarify for himself. * Much repetition: This is a real problem. There is still a lot that he could cut down on. There was repetition of words, tautology and ideas, as well as plain verbiage. Phrases such as 'It is crucial to note', 'Then at this point it is crucial to say..' appear everywhere {MSU:4: Para 72}.*

There were numerous grammatical problems, most of them minor, but the biggest was the lengthy convoluted sentences. He had a tendency to string too many ideas together in a sentence resulting in language confusion {MSU:11: Para 186}.

⁵⁶¹ *His tenses weren't always consistent, and there were errors with conjunctions, concord and plurals - I pointed these out, but he usually understands what I am pointing out - i.e. it was not necessary for me to explain these {MSU:13: Para 61}.*

I also recommended that he read aloud which would help him with grammar and word omissions. He seemed an eager student and appears to have a good grasp of the concepts but I felt he had gotten side-tracked by virtue of the focus of the reading {MSU:17: Para 31}.

His use of language had improved beyond recognition, and there were none of the malapropisms or otherwise inappropriate words that were noted as problems in his earlier consultations. Syntactical errors had persisted, as one would expect, and in some cases obscured the meaning of his sentences, but I thought that there was some improvement in this respect also {MSU:11: Para 39}. his use of language continued to improve. Syntactical errors were a very minor problem this time, and his grammar and spelling well-nigh perfect {Para 76}.

⁵⁶² *I also needed to explain terms such as 'socio-cultural', 'determinants', and 'discuss' {MSU:23: Para 17}.*

Explained meaning of 'contrast' in essay topic and guided him to those parts of poem where contrast was involved ... The draft was in a raw state as regards grammar, but unfortunately time constraints prevented my addressing this problem, as the essay was due on 7/10/94 {MSU:4: Para 11}. I noted that he had made a number of language errors in writing down the topic - and wonder if this isn't a problem {Para 41}.

We unpacked the topic in detail and I explained various terms - e.g. statistics, sensitive social indicators, affects, deductions, lay people, translate (statistical figures), accessible, broad terms, striking features, trends, long-term, how would you account..., quinquennium (in graph) {FSU:6: Para 27}. Doesn't understand the meaning of 'invariably' or 'methodological problems'. I explained what they meant and what the assignment required {Para 273}.

She was having trouble in understanding parts of the poem, which stemmed largely from their dealing with concepts with which she was not familiar. I went through the poem with her and explained what she did not understand, e.g. the idea of a mirage due to the reflection of the sun's rays by the desert sand {FSU:15: Para 90}.

I was surprised to find that she did not understand what was meant by 'compare/contrast' or 'critical analysis', even now that she had reached second-year level. I had to explain the topic and break down the task requirements into very simple sentences, which I wrote out for her. She obviously still has serious conceptual problems {FSU:12: Para 68}.

As in the case of another student who consulted me on this task ...her conceptual problem was associated with vocabulary limitations (again, words like 'bias' and 'preconceptions' proved to be the stumbling blocks) {FSU:10: Para 51}.

⁵⁶³ *There were also some sentences, also in this section in particular (which I don't think she understood very well), which were obviously copied from the references without acknowledgement. This was evident from the very marked difference in language and style between these sentences and her own writing, in which syntactical errors abounded, sometimes with ludicrous results (e.g. 'In Fordism the workers are tied into their machines' - it must be awful for them!). I gave her written feedback on these linguistic errors and during the consultation focused mainly on the parts of the draft that required further elaboration or elucidation. I also stressed the necessity to paraphrase material from references and to acknowledge the sources. She said that she had not realised that this was necessary in this type of short assignment; I emphasized that it was ALWAYS necessary {FSU:19: Para 25}.*

a tendency to plagiarise: this was very evident in this essay, which was full of lengthy passages written in a style totally different from her own and mainly of little relevance to the topic, but concerned with the Reformation and the accompanying changes in the Church. I suspected that she did not really understand the content of these passages, and questioning during the consultation confirmed my suspicions {FSU:20: Para 100}. I could follow most of what she had written, but there were some sentences and paragraphs that were hard to understand as they were full of phrases that seemed vague and meaningless in the context. When she came for the consultation I questioned her on all these parts of the essay, in an attempt to establish whether the problem was syntactical or conceptual. In some cases she was able to explain verbally what she had meant to convey, and I therefore concluded that the problem was purely linguistic in these instances. Once I had established the intended meaning of these sentences I was able to help her to rewrite them for greater clarity. However, there were also far too many cases where she had used high-flown expressions without really understanding them, and it was obvious from the marked difference in writing style in these parts of the essay that these sentences had been copied verbatim from the literature. I told her that she should never write anything without understanding what she was writing about, and warned her that copying word for word from any source was unacceptable. My advice was that, while short quotations were probably permissible at this level, as long as their source was acknowledged, she should always try to paraphrase into her own words, and avoid plagiarism. If she did not really understand something she read in the literature she should endeavour to discover the meaning, or otherwise omit the point from her essay {FSU:9: Para 13}.

⁵⁶⁴ Her syntax had also deteriorated again, to the point where there were many sentences that were totally incomprehensible and I had to ask her what she had intended to convey before I could begin to help her to rewrite. I was also very disappointed to note that, even at this stage, there were still a number of sentences containing a turn of phrase that was clearly not her own. I therefore had to repeat my warning about plagiarism {FSU:9: Para 110}.

Once again everything had to be repeated several times. The student seemed to have both conceptual and linguistic problems, and it was difficult to decide at this stage which was cause and which effect {FSU:18: Para 61}.

⁵⁶⁵ Thus, for the first time I could concentrate on her linguistic problems: there were many errors of grammar and syntax. Previously I have been so concerned about her conceptual difficulties that I have treated linguistic issues as minor. So this consultation was mainly an editing session {FSU:12: Para 78}.

The rest of the time was spent helping her to correct the recurring grammatical errors and suggesting more apposite words to replace those incorrectly used {FSU:15: Para 41}.

There was a problem with tense consistency and some minor language errors - which I pointed out - she didn't need them explained {FSU:16: Para 19}.

⁵⁶⁶ Her tone is rather informal, and her expression is characterised by its influence by Afrikaans. This accounts in part for the number of grammatical errors she makes. She writes in a very long-winded way to say something very simple. Overall, her essay required an extensive amount of editing which I initiated and recommended she continue doing {FSU:20: Para 83}.

We went through the essay together - me giving a lot of language input. Does have some good ideas but awkward language makes them obscure {MSU:23: Para 113}.

There was little time left to correct his grammar, but I did draw his attention to those sentences in which poor syntax had obscured meaning, and helped him to remodel these for greater clarity {MSU:17: Para 55}.

but student's writing was very repetitive and his vocabulary deficiencies had resulted in the use of some words in the wrong sense, and much use of colloquial expressions. I indicated to him where ideas had been repeated and, with the aid of the Thesaurus, suggested words that could be substituted for inappropriate or slang words {MSU:6: Para 30}. He also admitted that he had plagiarised the reading quite extensively, as he was having difficulty in expressing the important points in his own words. ...I helped him to summarise each paragraph and then to express the points in coherent paragraphs, giving him some words which were not in his vocabulary to enable him to do this without copying the reading too closely. I dealt similarly with the sections that he had plagiarised from the reading. He then understood the gist of the matter sufficiently to attempt to sum up all the effects in a concluding paragraph {Para 49}.

He also had some vocabulary limitations, which had resulted in the occasional use of malapropisms or colloquial expressions. I suggested more apposite words in these instances. He was grateful for this; he seemed anxious to improve his English vocabulary {MSU:11: Para 12}. Helped him to eliminate needless repetition of points Warned him against excessive use of verbatim quotation {Para 86}.

[S's] draft showed that he understood what was required from him but that he struggled to put it in good English. Again we went through his problem of using very long sentences. I helped him with general grammar problems. Still the essay was not too great but much better if the corrections were to be dealt with. Unfortunately the essay was due the following day!!!! {MSU:16: Para 60}.

⁵⁶⁷ I read through his draft this morning, and really struggled to understand his argument through all the grammatical errors {MSU:3: Para 25}.

[S] basically came for corrections this morning. I feel that he needs more intensive work on his English, let alone his essay writing, than I can provide. I did, however, go through his work, made the necessary comments, and then discussed it with him {Para 58}.

His discourse is very problematic. Extremely long and involved sentences - very dense. His whole essay needs unpacking. I explained that he needed to say things more simply and use shorter sentences. I couldn't understand his flow of thought {MSU:4: Para 53}.

In his draft he had used some 'jargon' phrases without definition, and questioning during the consultation revealed that he did not really understand their meaning. In this case, therefore, the poor development of argument was definitely linked to lack of conceptual understanding {MSU:11: Para 101}. but linguistically the draft was very flawed. A major issue was the need for condensation in places, where he had adopted a verbose and long-winded style, with a great deal of needless repetition of the major findings. There were also many syntactical errors but I gave him written feedback on those and devoted the consultation time to helping him to eliminate wordy sentences and repetition of points {Para 152}.

I discovered that he understood what he read but could not speak what he wanted to say. His spoken and written English are atrocious {MSU:16: Para 11}. [S's] draft was somewhat better in that one could pick a few good points in the essay but his poor use of the English language severely affected his essay. I was glad that after consultations with the tutor he now understood what the essay required. Since there was no time to discuss additional issues I decided to spend the whole consultation focussing on cutting down his long sentences and trying to make him understand that shorter sentences were much more concise. He seemed to understand. At the end the essay did not look great but at least it was readable. I advised him to try to read any interesting books and Magazines so as to improve his English {Para 42}.

⁵⁶⁸ therefore had time during this consultation to address surface errors, mainly a tendency to mix tenses in the same sentence and to use the wrong forms of verbs. I referred her to Collins Cobuild English Usage (pp699-700) for useful information on this. I also explained that the use of slang expressions was inappropriate in academic discourse, and suggested more apposite words that she could substitute for these {FSU:3: Para 60}.

⁵⁶⁹ Journal entry: ...There are certainly no difficulties with English in her writing here! {FSU:6: Para 228}.

⁵⁷⁰ [S] also has the annoying habit of making little errors of spelling, etc which can easily be avoided by proof-reading her work {FSU:4: Para 14}. What still needs to be addressed is her tendency to make silly mistakes which could be avoided, she 'whites out' words and then doesn't replace it, she makes spelling errors which can be avoided, and repeats words. I suggested that she get a friend to read the final product if she didn't feel up to it {Para 98}.

⁵⁷¹ Here again the imagery, metaphors etc, were foreign to her, as were many of the words, and I had to go through the poem very slowly, line by line, explaining everything several times {FFU:4: Para 150} - C often went through poems line by line with this student.

⁵⁷² In fact, most of the essay read suspiciously well and I 'smelt a rat' as far as plagiarism was concerned. I warned her that if she had made use of a commentary or other literary source she must acknowledge that source and also that she must paraphrase and not use the author's exact words. She denied vehemently that she had copied from a reference source but I found it impossible to believe that such a complete metamorphosis in her command of English could have taken place overnight {FFU:4: Para 82}.

She had tried to disguise her limited vocabulary and conceptual difficulties in following the readings by including lengthy verbatim quotes from the readings, which constituted a high proportion of the essay {FFU:5: Para 46}. The student had relied heavily on quotations which she did not understand. I attempted to address this by asking her to draw out the most important points or ideas and model a sentence based on her understanding of them. The student was very reluctant to do this and claimed she did not have enough time. It was clear that she wanted me to provide an editing service for her. I also pointed out the surface errors in terms of grammar, spelling and tenses and suggested she use a spell check as she is computer literate {Para 63}.

⁵⁷³ she was still having difficulty with tenses in particular, which she tended to mix ad lib in one sentence. I drew her attention to the relevant section of Collins Cobuild English Usage (pp 699-700) and offered her a photocopy, but she said that she 'didn't have the time to study it'. In cases where sentence construction was poor I showed her how she could rewrite these sentences, so that they would flow better and be unambiguous in meaning {FFU:5: Para 83}.

⁵⁷⁴ He came in half an hour late - having been at a meeting with his professor and establishing that he would be allowed to make use of a dictionary in class tests and exams. ... Again, I ended up doing a lot of editing - but I felt I couldn't not do this - and I briefly explained what I was doing - in correcting spelling, concord, conjunctions, plurals, and word choice, (still mixing 'effect' and 'affect'). Again, there were places where his meaning was marred by his language, and we worked through these together {MFU:1: Para 126}.

I also had to assist him with comprehension of some of the reading material {MFU:2: Para 13}.

⁵⁷⁵ I was very pleasantly surprised when I read his draft prior to the consultation; it was certainly far and away the best piece of writing he had produced. It was well structured in general and his use of English was much better than it has been. ... Though there was still some problematic syntax, this was less of a factor than before. I felt that the old adage, 'Practice makes perfect', was being demonstrated here, but it also seemed likely that the increased confidence in his scientific writing prowess that had clearly been engendered by his success in [XXX] was now impacting on his writing in this essay {MFU:1: Para 334}. He was in one of his despairing moods, and very worried because his linguistic problems always obstructed him in trying to express his ideas in writing. He said that he had less difficulty in conveying scientific concepts orally (I have noticed this). I tried to reassure him by telling him that he was very likely to be given an oral exam if he were a borderline case on the basis of the written paper. I told him that it had become obvious to me, from the long series of consultations this semester, that he did understand the concepts involved in most of his reports, but that his thinking tended to become confused when he was under pressure. For this reason, he should try to allow more time for writing reports during a practical course and, very especially, he should try hard to keep calm under examination conditions, to help his brain to undertake the difficult task of thinking in a language that was not his own. I hope that this advice got through to him; he was very tense, and I wondered how much of what I said was being registered {Para 403}. Much of this consultation had to be devoted to explaining concepts that he did not understand and then correcting the nonsense he had written in the report. Syntax was particularly bad in this draft, and I had to question him about the aspects of the discussion that he did understand (the purely zoological aspects) in order to elucidate what he was trying to convey before I could help him to clarify his largely incomprehensible sentences. As has happened several times in previous consultations, the link between time pressure and deterioration in his writing was very evident {Para 602}.

⁵⁷⁶ I realised that this type of presentation was ideal for him, as his linguistic problems were less of a handicap. Even in the narrative he was able to make use of point form rather than long, complex sentences, which was also to his benefit {MFU:1: Para 167}.

⁵⁷⁷ As noted many times before, his oral communication in English is much better than his written communication, and this exercise confirmed that he had no difficulty with the scientific concepts, as he was able to talk quite fluently about them once the task requirements had been explained. By this laborious process we managed to write the missing section of the introduction (i.e. scope and limitations of the work) and identify, on paper, the ecological issues to be addressed before concluding the report with a suggestion for a monitoring programme and how it should be implemented. ... During this consultation there was a real moment of truth when [S], with no prompting from me, commented on the fact that he found it easier to express ideas orally than in writing. I told him that I had noticed this and then had a brainwave and suggested that it might perhaps prove helpful to use a tape recorder to capture these ideas for transcription into written form in any future reports he was required to produce. He was delighted with this idea and expressed his intention of trying it out immediately. He also thought that it might prove beneficial to take further lessons in English during the summer vacation. I therefore gave him a copy of Michael Strauss' card {MFU:1: Para 640}.

⁵⁷⁸ I went through the results of each test with him, using the simplest language possible, and ensured that he was able to identify the components present in the samples, on the basis of these results. In view of his language difficulties, I thought that tabular presentation should be used, and I therefore helped him to group the results and their interpretation into tables {MFU:1: Para 24}. The usual syntactical errors were evident, but less so in this case because of the mainly statistical treatment, i.e. there was less to write in plain English. ... After I had helped him to develop a logical argument and to draw appropriate conclusions from it, I turned my attention to his syntactical errors and corrected these where the clarity of the sentence was obscured {Para 279}.

⁵⁷⁹ it was pleasing to note that errors in vocabulary had disappeared. Some syntactical errors had persisted, but her syntax was much improved and nowhere was the meaning of a sentence obscured by poor syntax. I corrected what errors there were, at the same time congratulating her on the improvement in her English. There was only one major problem to be discussed in the consultation, but this was a serious matter. The first chapter was full of erudite and very well written paragraphs about the various fiscal theories; the language used was completely different from that in the rest of the dissertation, so that I strongly suspected plagiarism. The same applied to the section in which she had given the rationale behind the design of the tax reforms, which was obviously copied word for word from a Government paper (source not acknowledged). I asked her point blank about this at the consultation, and she admitted freely that these parts of the thesis had been copied from published sources. She did not seem very perturbed about it, until I explained that plagiarism was an academic crime, and she was likely to lose marks very heavily for it. (The point does not seem to have been made by the Department [XXX]). I advised her to paraphrase all the material she had copied. Realising that she might have difficulty in expressing these difficult concepts in her own words, I suggested that she bring me a draft of the new version {FHP:3: Para 114}.

⁵⁸⁰ Now, with these major writing problems resolved, I could focus in this consultation on the finer points such as referencing and language {FHP:9: Para 48}.

⁵⁸¹ The rest of the consultation time was spent helping her to rewrite the sentences that were not clear owing to her syntactical errors {FHP:2: Para 73}.

Helped her to clarify definitions of important terms and suggested more appropriate words where vocabulary limitations presented problem {FHP:3: Para 11}. A further problem was the use of some words in the wrong sense, owing to her vocabulary limitations. I started the consultation by asking her questions about the use of terms that were not explicitly defined, and from her answers we were able to formulate clear definitions for these terms. I adopted a similar approach in determining what she had been trying to express in cases where inappropriate

words had been used, and was then able to suggest word that were more apposite {Para 19}. However, the problem of incorrect syntax remained, as did the occasional use of completely inappropriate words (e.g. 'adventure' in referring to a business enterprise), both of which had the effect of making some sentences totally incomprehensible. Once again, I adopted the approach of getting her to explain to me what she was trying to convey in these sentences, after which we were able to work together on rewriting them to clarify the meaning {Para 53}.

Her choice of words was sometimes strange - I pointed these out and tried to think of alternatives with her. Her definitions often lacked clarity - I worked on a couple with her by way of example but merely indicated others and, when she needed it, explained where they weren't clear. I dealt with the lack of support for her statements in a similar way. I pointed out her general grammar errors - concord, plurals, articles and punctuation - she didn't need any of these explained; she'd just missed them {FHP:6: Para 24}.

I also had to spend some time helping her to improve her syntax to clarify a few sentences and make them flow better {FHP:12: Para 77}.

There was still a slight tendency to circumlocution - I made suggestions for condensation in a few paragraphs - but this was a minor issue {FHP:18: Para 234}.

⁵⁸² I pointed out some lack of consistency in matters of spelling and punctuation, but felt that she was quite capable of rectifying these without any further intervention from me {FHP:2: Para 268}.

Don't use clichés - e.g. baby with the bathwater stuff {FHP:9: Para 32}. Keep tenses consistent. Don't use 'we'. Sometimes your sentences don't say what you must have meant - e.g. 'The importance of Bowlby's (1988) theories illustrate the effects of separation of a child...' {Para 101}.

General: Needs spellcheck - and grammarcheck. Needs to self-edit. Often leaves out articles. Must define all 'odd' terms - e.g. 'stagist theory progression'. Syntax - NB {FHP:18: Para 13}. Use active rather than passive language - e.g. 'I intend to show...' rather than 'It is my intention ...'. Sentences could be shortened and alternative words used (to stop monotony through repetition of terms). Sentences unnecessarily complex. Logic gets knotted up in own verbosity. Needs commas. - Make sure also that you copy right punctuation in your quotes {Para 42}. Needs to edit - prepositions, conjunctions, punctuation, word order, unnecessary words, repetition, rewording needed {Para 182}.

⁵⁸³ During the consultation, [S] kept wanting to get down to working on the wording. I suggested we rather work on the structure first - section by section - as I suspected that the syntax may then become less of a problem {FHP:7: Para 28}.

Said she's concerned about language - I felt we should get it out first and then shape the language {FHP:14: Para 77}.

⁵⁸⁴ LAYOUT, SPELLING, PUNCTUATION, ETC. Very unproblematic - I had indicated slight errors on the draft copy {MHP:1: Para 63}. After this, his writing fell into inadequate paragraph division (- with paragraphs breaking into new ones per reference), with unclear links between paragraphs, absence of own commentis, need for introduction of terms etc and conclusionary statements {Para 178}. Expression: Be more assertive in presenting own ideas. Be more direct in comparisons - e.g. operational data -vs.- informational data {Para 198}.

There were few linguistic problems; he obviously had a reasonably good command of English and prior experience of writing in English during his tenure of a senior post in the Kenyan Ministry of Health. There were just some minor syntactical errors to be addressed {MHP:2: Para 23}.

The draft was impressive on first reading, until I realised that much of it was copied word for word from literature sources. This was very obvious from the marked differences in style from one paragraph to another; some of the authors quoted had a highly characteristic style, full of epigrams and 'catch phrases', while others adopted a more formal, academic style. Both were very different from the student's rather uncertain writing style, which was riddled with linguistic errors. I realised that he had relied so heavily upon his literature sources because he felt that these published authors could express the points he wished to make in a much more impressive way than he could. However, I had to explain to him that, even with acknowledgement (the usual type of citation had been included at the end of each extract), it was completely unacceptable to use such lengthy direct quotes (whole paragraphs in many instances) in an essay. I advised him to paraphrase all of these extracts and express the points covered in his own words, except for definitions or a few of the short, pithy sentences used by some of the authors to encapsulate the essence of their viewpoint in a striking, memorable way. He looked very crestfallen, and I wondered just how serious his linguistic problems were to have caused him to depend so heavily on the words of others {MHP:4: Para 23}.

⁵⁸⁵ Syntax was much improved in the sections I had seen before, as she had implemented my corrections, but in the new parts this was again a problem to be addressed. My general impression, however, was that a steady improvement was taking place in her use of the English language, and that her clarity of expression was definitely better {FSP:12: Para 157}. ...Syntax was the main problem in cases where she had written completely new sentences; it was evident to me that stress was now causing her to forget what she had learnt in this regard. These syntactical errors also had to be addressed during this consultation {Para 290}.

⁵⁸⁶ Drew her attention to surface errors, especially in noun-verb concord; lent her photocopy of relevant section in Collins Cobuild English Usage {FSP:14: Para 14}

sorry, no editing I isolated common grammar and language mistakes she was making and gave her the rules {FSP:15: Para 167}.

I did note that she had got 65% for her oral presentation and she acknowledged that she found it so much easier to talk than to write. I made the suggestion of the tape recorder {FSP:18: Para 66}. NEEDS English language lessons. - I don't feel I can help {Para 79}.

⁵⁸⁷ This is not to say that language was not a problem; there were copious errors, especially in syntax, which gave rise to ambiguity in some sentences. To save time, I gave her extensive written feedback and devoted most of the consultation time to helping her to reorganise her points more logically. There were, however, some sentences that were incomprehensible as written; in these cases I had to ask her at the consultation what she had intended to convey before I ... then turned to her linguistic errors, in particular the question of syntax, which was very muddled in much of this draft. In fact, wherever this was not the case I suspected that the material had been copied verbatim (e.g. from the published recommendations of the Erasmus and Wiehahn Commissions on occupational health and safety, which were major sources for the section on legislation). I advised her against this, but felt that she was paying scant heed to this advice. So I confined my attention to the sentences and paragraphs that were difficult to follow owing to poor syntax, and helped her to clarify these sections and also to achieve some much-needed condensation {FSP:12: Para 137}.

I explained to [S] the meaning of terms such as 'argued' and 'stated'. Her meaning was often lost due to her difficulties with language {FSP:21: Para 84}.

⁵⁸⁸ instead of the passive voice, past tense that is generally accepted. She was not sure of tenses for this chapter; I advised her to use the past tense for what applied specifically to the experiments she had done, the present for what is generally applicable {FSP:6: Para 45}.

⁵⁸⁹ One sentence paragraphs - sometimes 6 lines long {FSP:1: Para 15}.

Too much jargon/big words - explain simply to me {FSP:5: Para 211}. I felt that this was probably the reason for her respondent in the pilot complaining that the questionnaire was too long; its actual length was not unreasonable but the respondent had probably wasted some time in trying to decipher the meaning of the badly worded questions. The revised versions were clear and to the point, and [S] was pleased with the changes {Para 290}.

Finally I explained that colloquial terms were out of place in formal academic writing and suggested alternatives where these had been used {FSP:6: Para 13}.

I also drew her attention to the over-long sentences and explained that her argument would be easier for the reader to follow if she did not try to express too many ideas in the same sentence. I helped her to remodel some of these sentences to illustrate the point {FSP:14: Para 14}.

⁵⁹⁰ Language needs to be more tuned into statistical type discussions - not 'They said yes other varieties should be accepted' - Give statistics {FSP:5: Para 17}.

Discourse: Very uneasy - need to support opinions, language is apologetic - be more assertive; afraid of own voice. I suggested she talk in the

first person rather than 'One's' {FSP:9: Para 164}.

her writing was sufficiently clear, but repetitive in parts as far as the use of certain words was concerned; e.g. in giving the opinions of others, judgements, etc. she had used the verb 'said' each time. To add some polish to the writing I supplied her with some synonyms (such as 'stated', 'ruled', 'decided') {FSP:2: Para 26}.

'Sayout' = 'expressing' {FSP:5: Para 127}.

She asked me about her language - I suggested we deal with it at a later stage of her draft writing - and explained why {FSP:9: Para 36}.

Language: Misuse of some words - pronouns, prepositions, conjunctions, slight tense inconsistency. She sometimes stumbled over language and I helped her with some sentence rewording and reorganisation {FSP:9: Para 65}.

but there were many linguistic errors, including some misuse of words (I wondered what she meant when she wrote that the transformation in South Africa had been a 'fairly tail scenario', until I realised that it should have been 'fairy tale'). There were also numerous syntactical errors. I gave her written feedback on the linguistic errors {FSP:13: Para 20}.

The only problems were, again, repetition (difficult to avoid when one is drawing on several sources to justify a given course of action) and some circumlocution., which was fairly easily rectified {FSP:12: Para 561}.

Too informal. I suggested she do some readings to acquaint herself with the discourse. She has to do lots of readings anyway and when she can she will give me some written reviews of these {FSP:24: Para 48}. Language: Do you understand how to use the direct article? (No). Check language - does [S] understand [sup]'s] corrections? Keep tenses consistent. Misuse of language - occasionally lose meaning. Generalisations: Careful of statements like: 'One can say...'. 'Two different worlds' doesn't need to be in quotation marks. Don't begin a paragraph with 'As I have said ...'. 'Other purpose...' - must name the first purpose. Be consistent - if you name one person in your list (of people attending the meeting), name the others. Expression: Sometimes a long way of saying simple stuff - e.g. your stuff on space/lack of. - Let's work on it together {Para 87}.

⁵⁹¹ I looked over her marked essay (62%) on Discourse: Her language is stumbling; difficult to follow at times - I wonder if this isn't an example of language being affected by conceptual and structural problems - I'm not sure {FSP:9: Para 30}. Flow: Stunted. Partly due to her language which we haven't really focussed on much. In fact, I think writing in her second language is a problem - but I can't see that we will have the time to look at this issue. I think this level (academic) may be too high for her - she needs small writing tasks. Is much I can't follow {Para 178}. There is much repetition of terms in different words - I guess, circumlocution/verbosity. The logic/flow is, at times, unclear. She has attempted to engage with her authors but his is very difficult to follow. When she has engaged, the content of her engagement doesn't relate to that of her authors'. Her discussion of validity and reliability is interspersed with other stuff - needs a bit of reorganisation {Para 178}. Meaning is sometimes obscure. When she puts quotes into her own words, she sometimes loses the meaning {Para 189}.

⁵⁹² Here he had warmed to his subject and as a result the style was less stilted and stereotyped. This led to some lapses in register, where he departed from formal academic register and adopted a more 'chatty', colloquial style. At the consultation I pointed out to him where these lapses were such as to be unacceptable and tried to explain that, while it was good to write in a way that would maintain the reader's interest he should not sink to a 'popular science journal' level. Apart from this there were only grammatical errors to be addressed {MSP:5: Para 57}. helped him to express himself in more academic style where there were lapses in register. There were some sentences in which syntax was so bad that it was impossible to fathom what he was really intending to convey. Here I had to question him to establish the intended meaning before I could help him to rewrite these sentences for greater clarity {Para 71}.

He came with a whole lot of queries for me - mainly grammatical - we went through them. (Some stuff has been mis-corrected by [sup]) {MSP:6: Para 123}.

In a few instances I had to question him to elucidate the meaning of sentences where syntax was poor, but in general I was able to address this problem by written feedback {MSP:9: Para 174}.

This section, however is fraught with verbose, unclear language, and grammatical errors that could have been eliminated with proof-reading. We did a page by page breakdown, on where he would have to do improvements {MSP:10: Para 27}.

Furthermore, as has been the case in all newly written amendments to the thesis, the meaning of some sentences was difficult to fathom owing to syntactical errors. In some cases I had to get him to explain to me exactly what he was trying to convey before I could begin to address the problem of improving the syntax {MSP:13: Para 117}.

At the student's request I helped him to correct errors in grammar and syntax in the report, especially where these obscured the meaning of a sentence {MSP:15: Para 35}. Interpreted reading for him and helped him to paraphrase relevant portions {Para 51}. Identified salient points in complex reading and paraphrased these to assist student's comprehension {Para 131}.

⁵⁹³ The transcriptions were by and large satisfactory too, except for some rather strange words. I realised that these were due to his not always hearing the taped response clearly, and in some cases he obviously did not understand the word the respondent had used. Thus I had to supply what seemed to be the appropriate word in these cases {MSP:7: Para 432}.

⁵⁹⁴ Definitely I think we should work with the organisation first and worry about the language later - explained why to him. I noted he talks very easily (is Shona speaking) and raised the idea of the tape-recording method {MSP:1: Para 19}.

However, there were still some sentences that were difficult to follow, especially in his discussion of the findings in the research paper that was reviewed, and I was not sure whether or not this indicated lingering conceptual difficulty. I was quite relieved when questioning during the consultation showed that he did, in fact, understand these sections of the paper; he was just experiencing difficulty in expressing the ideas. Once I was satisfied that the problem was syntactical rather than conceptual, I was able to help him to rewrite the sentences concerned so that they expressed the meaning intended {MSP:4: Para 120}. Clarity was also quite seriously affected by widespread misuse of words (e.g. 'imbued' when he meant 'enhanced', 'proclivity' when he meant 'trend') and syntactical errors, which were worse than usual. I felt that the deterioration in these respects was probably due mainly to his wanting to 'try his wings' as his general command of English increased and counselled him (again) not to be over-ambitious with regard to his vocabulary and the complexity of his sentences. Much of the consultation time was spent modelling for him how the same ideas could be expressed more clearly by the use of simpler and more apposite words and shorter sentences {Para 173}.

His use of language had improved too, and there was little of the colloquial language and jargon that had been prevalent in the first draft of his earlier essay {MSP:3: Para 38}.

As the chapter was well organised and the results logically presented and discussed, all I could do during the consultation was to focus on his syntactical errors, explaining that attention to such details would make a good thesis an excellent one. Wherever the meaning of a sentence was not quite clear, or was ambiguous, I asked him to explain what he had been trying to express and together we remodelled the sentence to express this thought clearly {MSP:8: Para 12}.

Other than this aspect, my main concern was with syntactical errors, which obscured meaning at times. In these cases I had to question him during the consultation to establish what he had meant to convey before I was able to help him to redraft these sentences for greater clarity {MSP:11: Para 26}.

⁵⁹⁵ Meaning isn't always clear - trying to write in smart language - gets him into trouble {MSP:6: Para 191}.

The only real problems I found here were all purely linguistic; [L] had told me that [S] tried to write in a 'high-falluting' way, imagining this to be correct academic register, and I found evidence of this here. There were some sentences that were so long that they were almost impossible to

follow, and some misuse of words that he probably did not really understand. At the consultation I pointed out these errors to him, showed him how the overlong sentences could be broken down for greater clarity and suggested more apposite words for those he had used in the wrong sense {MSP:7: Para 42}.

Language: meaning not always clear, some very quaint English here, use of 'however' not used logically, tenses, articles left out. Lots of stuff could be said more simply {MSP:6: Para 133}.

Advised him to avoid lengthy sentences and not to use words that he did not really understand {MSP:7: Para 36}. In addition to these issues of organisation there were linguistic problems, mainly syntactical. However, I was pleased to note that he had acted on my advice and had avoided writing very long sentences and using complex words that he did not really understand. I felt, therefore, that he had derived some benefit from that consultation (I had my doubts at the time). At the consultation, which was a lengthy one, he was much more friendly and outgoing than he had been previously; I was pleased that I seemed to have won his confidence. I gave him extensive written feedback to help him with his syntactical problems {Para 72}. The main issues to be raised at the consultation were all linguistic this time: syntactical errors abounded and he had reverted to his early tendency to use sentences that were far too long and difficult to follow. This was probably an attempt to impress his sponsors by sounding (as he thought) really 'academic'. He had also reverted to using words that he obviously did not really understand, as they were used in the wrong sense (e.g. 'demobilised' when he meant 'retarded'). Thus I had to give him a fair amount of written feedback on these errors, and the consultation was centred on them. He told me that he had been offered a lecturing post at a theological college and was therefore thinking of doing his Ph.D., if accepted as a candidate, part-time and by correspondence {Para 567}.

I helped a bit with restructuring/rewording of sentences - because the meaning wasn't always clear. I'm not sure if LAcir1 is totally justified here, but I've used it because I found there was a lack of clarity - often due to over-long sentences - and extra bits of information tacked on. I asked a few questions in order to clarify for myself - but I wasn't sure what was appropriate to include and what not in this scientific discourse {MSP:8: Para 38}.

Apologetic language - and sometimes too informal - e.g.. 'But at last it will dawn on them that...' Can't start sentences with 'Hence..' or 'But...' Why don't you talk in first person? - e.g.. 'I have highlighted a number of historical periods...' rather than 'A number of historical periods will be isolated..' - check with department {MSP:17: Para 53}. Problematic discourse. - 'Historical Background' becomes very emotional and angry - and gets off focus. Lots of personification - e.g.. 'The fence is broken by the bridge which affords 1 of the 2 entrances into Langa. The fence contrives to meet with another fence from the railway side but it is lost in the thick bush which runs along the whole stretch, until just before the other entrance. Uncultivated soil with a mixture of long grass and weeds runs the whole length, from the rail side to the point where the latter entrance is formed. ...'. Can't start paragraphs with 'And so..'. Problematic syntax {Para 115}. Language is awkward at times - wrong word choice. Sentences don't always make sense. Plurals, preps, tenses, sentence structure, etc. I tried to explain my corrections to him {Para 149}. I explained use of 'will' and 'shall' {Para 159}.

⁵⁹⁶ Wants to know about essay writing and wants to relate to his own experiences in his writing. Is concerned about his English communication abilities. Feels his own English is inferior. Low confidence {MSP:17: Para 97}.

He was aware that he had problems in communicating in English, both orally and in writing, and was anxious to overcome this handicap {MSP:17: Para 12}. Unpacked topic and explained concepts student did not understand ...I was concerned about this student, and realised that his conceptual and language difficulties were such that a sustained interaction would be necessary if we were to help him. He seemed in favour of this, and planned to consult me weekly during the development of the essay {Para 22}. His other problems were linguistic, mainly syntax, which obscured the meaning of some of his sentences. I helped him to rewrite these sentences for greater clarity. He was very interested in improving his skills in English communication and asked me for sources of information. I suggested certain books and told him about the courses available at the City Language Centre {Para 38}. Says he has problems with English and he's not confident. He wrote his first essay in English in 1993. Said he hasn't been taught how to write essays in Architecture...Usually do presentations on page on wall and finds he can't express himself. (I gave him a book last week) He's read through and tried writing this as a result. Has been to City Language Lab classes on Saturday mornings - to get confident and practice talking. Asked me to recommend a Language Lab. He is currently going to Patric at Language Training Centre. I'd suggested reading {Para 60}.

⁵⁹⁷ [Sup's] comments on his topic proposal had been largely concerned with his grammatical deficiencies. In the draft there were errors of tense and concord, but I felt that his main language problem was the question of register and audience. He had used many jargon terms, acronyms and abbreviations without definition, and the essay was also full of colloquial words and phrases not appropriate to academic discourse. ...During the consultation I first ascertained which of the 'computer jargon' terms were generally accepted in the field. Some were not - they seemed to have originated at the Old Mutual, where he is employed as a systems analyst - and I therefore advised him to regard his audience as being academics not familiar with the terms and either to omit them or, if he must use them, define them. The same applied to acronyms and abbreviations. Still on the register issue, I further advised him not to use colloquial expressions in an academic essay. He saw the point, but admitted that in some cases he had not been able to express his ideas in more formal language. This was, therefore, partly a vocabulary problem. I suggested more appropriate terms, which he adopted with great enthusiasm. He was also grateful for my advice on his grammatical shortcomings; he is obviously keen to improve as a writer {MSP:3: Para 13}.

his supervisor, phoned because she felt he really needed help with his language - she said everything else is fine. I said I'd see what I could do - warning her that we don't edit. ...All I found was one spelling error. ...The thesis did make sense to me - a long-winded style, but his language seems ok. ...Apparently [S] hadn't run through a spellcheck when he submitted to [sup]. [sup] was concerned because she herself is a second language English speaker {MSP:6: Para 12}.

His supervisor had advised him on the content of the paper, which was to be submitted to a botanical journal, but had told him to consult the Writing Centre about his linguistic problems. When I read his draft I realised that he did indeed have serious problems in this respect: to the extent that some sentences were totally incomprehensible owing to poor syntax. ...I gave him extensive written feedback in attempting to remedy his syntactical errors but I could not even begin to clarify the more incomprehensible sentences until I had questioned him during the consultation in order to establish what he was trying to convey. As a result this was a very lengthy consultation (a whole hour) {MSP:13: Para 13}.

⁵⁹⁸ My input in this case was confined to the English text and was just an editing job, which was very boring. I found little to correct, barring a few syntactical errors. At the consultation I drew his attention to these, but told him that I had found very little to criticise {MSP:5: Para 35}.

⁵⁹⁹ In so doing, I became aware that several pages of the thesis chapter were plagiarised from the book, with no attempt at paraphrasing. Where paraphrasing had been attempted, the meaning was not always clear, owing to the student's poor syntax. It was evident from his plagiarising sections of [sup's] book that he did not understand these sections at all; this was confirmed when I spoke to him about this at the consultation. He was again very distressed about [sup's] insistence on his using his theories as a conceptual framework for his research. As [sup] was adamant on this, it was essential to try to give [S] some understanding of the concepts that had eluded him. Most of this very long consultation was spent explaining these and then helping him to paraphrase the relevant sections of the chapter for his review in the thesis. This done, I turned my attention to the parts of the thesis chapter that were written in his own words and helped him to remodel sentences for greater clarity, in cases where poor syntax had obscured the meaning {MSP:15: Para 56}.

Warned him against verbatim copying from sources; showed him how to paraphrase and advised him on referencing {MSP:17: Para 172}.

At this stage linguistic problems were a minor consideration; however, there were some sentences that were totally incomprehensible to me and I asked him about these, as I thought that perhaps words or lines had been omitted in the typing. He could not explain them and in fact looked nonplussed himself. I could only conclude that he had been plagiarising and had omitted key phrases in his blind copying of the relevant passages. I issued a veiled warning to him that this was a dangerous practice {MSP:7: Para 362}.

Where the writing was his own, syntax presented the usual problem in parts, and there was also some misuse of words (e.g. 'propriety' where 'priority' was meant). However, these were minor errors which were easily rectified; I was more concerned about his persistent plagiarism {MSP:9: Para 125}.

⁶⁰⁰ Certain sections needed to be re-worded in a more academically tight manner. Articles and preposition usage also needed to be addressed. I explained that the incorrect preposition could at times change the intended meaning of a sentence {FFP:1: Para 13}.

Apart from this, the only problems in her writing were the linguistic errors typical of the foreign student (mainly syntactical and vocabulary errors), which I tackled largely by extensive written feedback {FFP:2: Para 13}.

Editing needed. (Someone else typed - badly - and [S] has not yet read through) {FFP:5: Para 55}. Her sentences here amount to verbiage - I wonder if she knows what she's saying? Try speaking more simply {Para 110}. Syntax - keep tenses consistent. Not writing in proper sentences. Try topic sentences. Write in active rather than passive. Don't generalise - 'It was generally felt...' {Para 112}.

⁶⁰¹ Seems to be some improvement in his language - could be because of his improvements in writing or because of my growing understanding of legal discourse!!! {MFP:2: Para 76}. Repetition of words with similar meanings. e.g. '...the contents or reason of a contractual relationship...'; '...other sections outline substantial and important differences.' Some word reordering suggested. Still some long sentences {Para 98}.

⁶⁰² **MFP:1:** [S] is a German student doing a Masters degree in Law. He is really struggling with English and was sent to me by a mutual friend - in the hopes of getting some lessons in conversational English - which I don't really have the time for - I said I'd be prepared to do these once a week but suggested that we rather try weekly consultations around his assignments initially and see how these go {Para 10}. Misunderstanding of terms on his part leads to a lack of clarity in his writing {Para 24}. Long sentences. Meaning lost. Language: plurals, commas, word order - tendency for v-s-o rather than s-v-o, word choice. Sexist language {Para 89}. There were many errors - but he wanted them all explained. ...I think a more clear definition of the subsections is needed before we work on the language seriously {Para 96}. Spelling - confused words, e.g. 'complied' and 'confirmed' - disturbs meaning. Confused use of commas. Inconsistencies in tenses and layout - e.g. what is italicised, lines between paragraphs. - Really, all EFL handicaps. (I did a couple of hours editing here as well) {Para 167}. His English is improving - noticeably (So is my law!) {Para 177}

MFP:4: This mature student left his native Yugoslavia 2 years ago, and has been trying to learn English since then, as he wishes to remain in the Western world. ...A large component of the requirements for this degree is coursework, which involves many long essays, and his language difficulties have caused him to lose marks for these, as some of the lecturers were not prepared to make allowances for those whose first language is not English. ...asked me to read through it and point out his language errors. I told him that I would prefer to study the essay thoroughly before engaging in a discussion about his problems, but his reply was that he did not have time for this, as the essay was due on 23/9/94, i.e. in 2 days' time. I was therefore forced to skim through the essay during the consultation; fortunately this was a case in which equations, tables and diagrams played a major role, so that the text itself was of limited length and I was able to cover it during the consultation time. It was evident that he had many problems with the use of English grammar: chief among these were the incorrect use of articles (none exist in his home language, Serbian) and, as usual with English Second Language students, errors of tense and concord {Para 13}. Helped him to correct numerous grammatical errors, especially in articles, concord and tenses as before {Para 34}. As far as the grammatical errors were concerned, it was obvious that he had not learnt from his previous consultations and had not studied the photocopies from the Collins Cobuild book. ...I therefore continued to correct each error as it arose, in the hope that he would derive some benefit from this when he had the opportunity to study my feedback and the book at leisure {Para 46}. His grammar had improved in that errors of tense and concord were not so plentiful, but he still had a problem in knowing when to use the definite and when the indefinite article (or no article at all). I went through the rules on articles with him once again, and corrected his errors. He mentioned that his supervisor had commented favourably on the language in Chapter 2, the chapter on which I had worked with him. This was gratifying, as was the improvement in this chapter {Para 108}.

ENDNOTES FOR SECTION 7.10: SUGGESTIONS MADE

⁶⁰³ **MHU:1:** Visit 1: Suggestions made on condensing information. {Para 16}. Next: C raises issues about organisation - S a little defensive - C refers to the Study Methods book - discuss approach. {Para 31}. Following consultation: C explained need for S to read around topic. {Para 45}. Then: C & S discuss outline - of S's plan. {Para 57}. Next, C models techniques, points out need for bibliography, and need for S to edit - Explains about thesis statement - and flow in writing - C encourages S to make use of his skills rather than regard those he lacks as handicaps - C again refers S to the Study Methods book. {Para 73}. Following consultation: Points out need to edit - and notes need to attend to discourse later - explains need for elaboration and linkage of ideas - showing how. {Para 92}.

MHU:2: Visit 1: C advises short-term therapeutic intervention, C explores S's practices - perhaps in so doing, raising awareness of what works and what does not, C encourages reflection on S's practice with S. {Para 22}. Together draw up (a short-term) strategy of intervention - setting goals and commitments for each - with aim of anxiety reduction for S. {Para 23}. Following visit: C encourages S to reflect on process he went through. Again encourages therapy, but assures S of her support also - set goals. {Para 55}. C lists some suggestions for learning technique of relaxation, *I made various suggestions and explained them - e.g. meditation/prayer, exercise (doesn't do any at the moment, felt he could try), yoga (Rondebosch), Tai Chi (St Joseph's), Homeopathic medication such as Rescue Remedy, Fresh air, good diet, no caffeine and an appropriate place to write* {Para 64}. Also illustrates planning technique to S - using an example from his life. S takes to the idea. C shows a new way of looking at task of writing - involving S in process of draft writing. Again, conclude with goal for next consultation and reminds of following stages and ultimate goal. {ibid.}. - continues with plan, C prompts S - emphasizing impact of newly attempted strategy. {Para 87}. Set next goal. Again, through prompting, C emphasizes impact - basically, C monitoring S - providing a site for S to report to. Again, set next goal. {Para 122}. C pushes more - open about this - in other words, setting up challenges for S. {Para 126}. Urges S to reflect on strategies - making him answerable to her, *Take note of strategies used as you work. To report back on these* {Para 140}. And to reflect on development/changes - keeping S aware and focussed on his habits, set next goal - Bearing in mind suggestions of therapist, *suggested he work in short bursts and that he look at his* {Para 146}. C encouraging. S slight backslide. C encourages reflection and anticipation of S's anxiety; Encourages S to make effort. S reflects on own state (articulation). {Para 180}. C role of reader - direct about the difficulties in reading draft; Shows interest with questions also. C reminds of goals, outlines options for S - putting S in driving seat of his own development, *I asked him how he sees the way forward working with the Writing Centre. He wasn't sure. I outlined 2 options - go it alone or continue to use me as a monitor. ...He asked me if it was pointless for him to drop off drafts with me after handing them in - when he's not going to make changes to them anyway. I said that I thought it depended on how he wanted to use the feedback - it could be a stress-free way of improving his writing - I could point out what works for me as a reader and what doesn't and he could bear this in mind during the following draft writing. And the sessions could continue to be used for reflection on his approach. He said he'd like this* {Para 207} - S likes the idea of C as source of reflection. Next goal. *His writing is in abeyance. I suggested that he use overheads in his seminar then sew them together for his paper* {Para 225} - C makes suggestion for saving strategy. Reminding advice. {Para 239}. C engages with S's content, encourages reflection on next part, adds in small suggestions - due to her fear of S losing focus, questions S for reflective purposes; discusses alternatives with S - bearing deadlines in mind: *I wondered if he hadn't*

neglected that of the 'sacred'. I asked how he would go on. He intends to continue to analyse, texture by texture and then put it together with a background of letter writing. I suggested he include a definition of each texture and that he keep focussed on the requirements of this assignment and contain his content. I'm a bit worried about all the tangents - not for writing but for reading and thinking - which will delay the writing. ...I questioned him around this - we discussed options and deadlines {Para 244}.

MHU:3: First visit: Having discussed reorganisation of S's ideas, C & S draw up outline together. C stresses important points for S to bear in mind - explaining with examples where necessary and referring to their discussion, Reminds S of need for editing etc. Discuss specific referencing techniques. {Para 24}. Next: C responds as reader, thinks of suggestions and explanations for improvements. *Again it was unstructured and difficult to read. His writing consisted of long sentences and only one sentence per paragraph. I felt there was too much itty bitsy stuff and that there was now a need to start making bodies of ideas - to cluster them together and work on links* {Para 35. C assumes S is lost - Review aim of essay, bearing this in mind draw up new plan. Suggests that S check with L that requirements will be satisfied thus. Discuss and tackle further organisation of subsections. C suggests an organising technique - S takes to idea. Discuss specific referencing techniques and C raises awareness of requirements. C points out some further issues and responses as reader - leaving S to tackle them. C makes a couple of extra suggestions, {ibid.}. Next: C lists editing suggestions - mainly through responding as reader, illustrating where necessary - leaving bulk of work for S - really C is now pointing issues out, *My editing suggestions follow: His introduction still contained one (long) sentence per paragraph. It also still lacked an indication of the contents of his essay. I was concerned that some of his references were not in full sentences, and that some of his lists and quotes were not referenced - when I pointed these out, they appeared to be editing errors. I suggested a slight re-ordering in his conclusion - so that it ended on a positive rather than a negative note. I suggested that he edit for errors in spelling, grammar, typing, etc. and for consistency in layout - he asked me questions about the layout of page numbers, headings, indents and his bibliography* {Para 46}. Next: C affirms, Reminds of long quotes and suggests paraphrasing them; responds as reader. Discuss alternative ways of presenting numerical data, S makes choice (guided by C). {Para 59}. Then: C layout suggestions, Discuss S's difficulties with introduction and solutions to these. Otherwise C lists issues that S needs to attend to. {Para 71}. Raises awareness of S to make own voice heard. *Writers opinions not distinguishable - I can't hear your voice!* {Para 73}. Affirms S's efforts and Reminding of issues, Discuss sample section with reminding of issues. Empathises over lack of sleep. *Otherwise generally easy reading. Same issues throughout. Diagrams nice - your own? or source? Careful of bulleting stuff with some explanation and then using these same bullets as further subheads with further explanation - gets confusing and repetitive* {Para 87}. New visit: Reminds S to picture audience, Notes improvements and remaining issues *Remember your audience is more than just your class. Inc of readings and references much better. Bit of expression. Some slippage into author lists. Much more flow and generally well written. Occasional rounding-off statements needed and some more commas* {Para 103}.

MHU:4: Visit 1: C explains general conventions and useful techniques and handbook. {Para 13}. Second visit: Suggestion for addressing S's difficulty of putting thoughts into writing. Set next step. {Para 38}. 3rd visit: S brings Q on exam prep; C concerned that he has wrong idea of course (this is early on - before exams), *He pulled out his course hand-book and asked me what I thought he should do for exam preparation - wondered if he should summarise every text and should he learn them. I'm not sure he understands the purpose of the course* {Para 45}. Next, C explains conventions with illustrations - leaves some work to S, Wonders about further problems (dyslexia). {Para 55}. Last visit: C addresses S's request, *Wanted topic unpacked* {Para 71}.

⁶⁰⁴ **FHU:4:** clarifies reading and prompts S to fine-tune - work together on improving draft - tutors in writing technique - reflects, prompts - unpacks topic, tutors on elements of type of writing - feeds back in writing and focuses on part in discussion - work together on selection of points - 'saves' S - checklist of responses to draft - really leaving S to work on them - instructs - networks, counsels - pacifies, counsels

⁶⁰⁵ **MSU:2:** Unpacks topic, suggests resources, explains referencing {Para 14}, Advises on focus, explains concepts, advises on method of approach {Para 26}, cohesion and coherence, explains elements of essay writing, helps rearrange points for better flow {Para 38}, helps rearrange points, encourages, models, helps rewrite some sentences to make them more clear. *He had written a satisfactory introduction and conclusion along the lines I had suggested at his previous consultation. He had also showed some initiative in including illustrations (maps showing sites of fossil finds, pictures of artefacts etc.) to demonstrate what he had written. I encouraged this, but used it as an object lesson to emphasize the necessity of acknowledging the source of such material, which was photocopied from books. He still needed some advice on referencing in general. Apart from these points, syntax was the main problem in this final draft and I helped him to rewrite some of his sentences for greater clarity* {Para 53}. Responds and explains introduction, language, clarity etc, {Para 66}, explains conclusion, gives resource, shows note-taking method, encourages to return {Para 80}.

MSU:3: Gives general advice - elements and referencing, resource manual {Para 11}, models with S, prompts and discusses and plans next stage: *I suggested that we look at the problem from a number of angles. The first tack we took, was to unpack the question to see if doing this might help him understand the question better. It was quite an involved question with many parts that would eventually have to be integrated, but it has been my experience that many students cannot do this successfully. With a subject like English, and with this topic in particular, students find it very difficult to marry thematic aspects with the more practical language aspects. I suggested that we only confine ourselves to the thematic for the time being. [S] and I went through the list of questions, and I asked him to give me his responses to the questions. I would then open up the question to debate, so that he could broaden out the topic. We did the same with the section on language. I suggested to [S] that he redraft, and that we would discuss whether he has focused on answering the question, and his use of language in the next session* {Para 27}. Responds, advises on better process of consultations {Para 58, Para 67}, explains terms, models approach with S {Para 80}, explains parts of essay - intro, conclusion, referencing, responds to draft {Para 97}, clarifies and suggests approach to topic: *had started off by giving what he considered to be the characteristics of modernism. These seemed a little odd and when I asked him where he got his definition he said that these were his own ideas. I suggested that he check them against some recognised definition to see if they are correct, and eliminate those that are not. I asked him if the poem is definitely modernist and he was rather vague about this. I pointed out that if he thinks that it is modernist he must prove this to be the case, with evidence. He said that he would look at the course reader, which gives more precise information (I don't know why he didn't do this in the first place!)* {Para 116}. Corrects language {Para 127}.

MSU:6: Encourages independent work: The student had not completed the two readings at this time so I recommended that he finish the readings and try and do section 1 & 2 of the assignment {Para 12}. Reads, responds, prompts {Para 19}, models and encourages independence: I indicated to him where ideas had been repeated and, with the aid of the Thesaurus, suggested words that could be substituted for inappropriate or slang words. It proved impossible to go through the entire draft in the time available for the consultation, but I hoped that I had drawn his attention to the problems so that he would be able to redraft the rest of the essay using the recommendations given for the part we had covered. I suggested that he do this and return to the Writing Centre with the revised draft. He could come only on 5 May, when I had other consultations booked during the time he had available, and we therefore made an appointment for him to consult Ceri about the new draft {Para 30}. Responds but C feels she is getting nowhere: *The student had not followed the previous consultant's suggestion and redrafted the rest of his essay. I looked over the rest of the original draft in terms of the logic of his argument, links between ideas and grammar. ...It was very difficult to get him to brainstorm for words and sentences and he tended to automatically agree with suggestions put forward by the consultant* {Para 38}. Helps identify main points, models how to use readings in writing: *Having focused his attention on the parts of the reading dealing with these effects I helped him to summarise each paragraph and then to express the points in coherent paragraphs, giving him some words which were not in his vocabulary to enable him to do this without copying the reading too closely. I dealt similarly with the sections that he had plagiarised from the*

reading. He then understood the gist of the matter sufficiently to attempt to sum up all the effects in a concluding paragraph. This was a lengthy consultation but I felt that he had benefited from it. He is slowly acquiring more confidence about his academic writing {Para 49}.

MSU:12: Outlines methods of approach, introduces S to process idea and sets goal of first draft: *I introduced the ideas of brainstorming and mind-mapping to him as a way to better prepare for future tasks like the one at hand. I used his essay topic to illustrate possible ways of preparing to write a first draft from a mind-map which together we had constructed* {Para 13}. Tutors on the principles of History and some language issues: *Relied too heavily on secondary sources. Explained a little bit about the principles of History - that you're involved in a debate and that you are dealing with how situations are represented. I didn't expect the penny to drop, but he seemed attentive, and as if he was connecting with what I was saying. His draft is a mess though, and we spent some time sifting through the issues he had highlighted. there appeared to be no logical development of ideas, and I therefore discussed linkage with him. He explained that this was the first time he had heard of this and was very pleased that I had shown him what it was. He seemed very confused about the demands of academic writing. To this end I gave him a mini lecture on the conventions, including a short discussion on the importance of referencing. A last word - I suggested he use a thesaurus when writing since he tends to repeat certain key words and phrases over again e.g. 'basically' {Para 25}. Deals with Students language in his writing: *Advised student on omitting colloquial expressions, repetition, structural problems, grammar mistakes, contradiction ...student had over-used phrases such as: 'as such', 'like', 'not only that', 'they/them' all the time - I was unsure who he referred to. He had used stereotypes: 'The Indians were biologically lazy.' Jumbled sentences within a given paragraph resulted in weak paragraph structure* {Para 33}. Task analysis and advises consultation with course tutor {Para 45}, attends to plagiarism habit and causes: *Suggested to [S] that he focus on the key issues to be dealt with, and not to discuss them in random order. Too much textual borrowing. Spoke about what constitutes plagiarism, and practical steps to take to avoid it. Did a diagrammatic representation of key ideas to show him how to focus ideas* {Para 56}. Task analysis {Para 65}, responds to draft and deals with issues of task analysis, language, detail, focus and reminds re: needs for thesis statement in introduction, conclusion, bibliography {Para 77}, as well as integration of S's voice into his essay: *During the consultation we spoke of links and the integration of [S's] own voice. He said 'Thanks, you've made very much sense'* {Para 87}.*

MSU:13: Explains elements of essay writing and particular task requirements, encourages S to return with draft {Para 13}, go over tutor's feedback together, explains: *the tutor's basic comment was that he had spent too much time summarising the reading. I went through the essay with the student and pointed out that his approach was very vague and not specifically focused on the essay topic. I also found a lack of inter paragraph coherence - the tutor had not picked up on any of these things. I went through the essay with the student and showed him where his weaknesses were and how these detracted from his argument and essay structure. Finally I asked him why he had not referred to the other required reading and he said he had not known how to deal with it in terms of the essay topic* {Para 23}. Decides on plan of action: *He's consulting tomorrow. In the meantime he'll think of possible interview questions and of what to use as guidelines from the literature survey he's done. - And possible extra interesting factors he could look at* {Para 33}. And unpack topic for other assignment {Para 35}, affirms S's efforts, restates elements and purposes of research projects: *We went over his interview questions. Interesting that the ones he wasn't sure whether or not to include were actually the most valid in terms of his research project. Talked about how to use a literature survey. Structure of proposal and introduction* {Para 43}. Deals with problematic referencing and plagiarism and reflects: *The main problem is his referencing. He tends to put authors' ideas in his own words in quotation marks, rather than the authors' own words. I wrote rules about quoting in his margins, along with questions about what the author actually said or whose words were in the quotation marks where necessary, and referred him to the course handbook. There was also a problem with his bibliography - he didn't underline whole titles, he gave paper headings without the title of the books they were taken from, he neglected to give the publishers' names or places. There was also a bit of repetition - which I pointed out where necessary. I suggested some re-ordering of paragraphs in the introductory section - viz.: setting, then his research intentions. His tenses weren't always consistent, and there were errors with conjunctions, concord and plurals - I pointed these out, but he usually understands what I am pointing out - i.e. it was not necessary for me to explain these. I must say, I sometimes find it difficult not to impose on the students' style; there's a loose boundary for offering rewording of sentences - between making sense and merely sounding better* {Para 61}.

MSU:1: C helps find main points {Para 10}, general response issues {Para 27}, advises process approach {Para 35}, and advises on approach to writing and on approach to reading {Para 48}, unpack topic together {Para 55}.

MSU:19: Reads and reschedules (not enough time for C) {Para 8}, edit and rephrase {Para 16}, edits {Para 26} points out where S needs to correct: *he wanted me to go over the entire document again to apply the 'finishing touches'; there were some areas where he had omitted to make the necessary changes; these I pointed out to him for correction* {Para 26}. Helps correct, questions, clarifies, models redrafting: *The syntactical errors were such that they obscured meaning at times, so that in many cases I had to question him during the consultation to establish what he was trying to convey before I could try to help him to rewrite the sentence* {Para 35}. Negotiate working relationship and discuss approach to redrafting {Para 47}, responds to draft and models rewriting of section and advises on abstract {Para 58}, explains notion of audience: *I discussed the notion of keeping an imaginary reader in mind, of being able to explain to someone who might not be conversant in the field. There were also problems of style and expression, he had lifted some of the sentences I'd suggested* {Para 67}. Discuss working relationship {Para 73}, responds to draft {Para 82}, gets S to explain what he means {Para 90}, plan task in terms of stages {Para 99}, responds to draft: *My impressions so far: I don't like the term 'emerging contractors' - what do you mean? Be more specific - too much is attributed to a faceless/generalized source. Ensure your quotes are exact words. Meaningless sentences - lots. This guy needs more time!! Comment on tables. No flow. Comment on quotes* {Para 112}. And again: *Needs your comment. Isolated quotes, no comment. Some bulleted lists - without explanation. Jolted - no link and flow. Needs introduction and conclusion to subsections. - Same issues throughout. have a conclusion at the end - not a summary. Referencing one in another* {Para 128}. And again {Para 138}. C feels she is not making an impact; not feeling able to at this late stage and S makes little effort: *This feels like too much needed too late - I don't think he understands a lot of what I have suggested. I feel deeply concerned. ...I asked if he'd looked at the Study Methods book that I'd given him earlier - e.g. in connection with conclusions. - Not yet* {Para 147}. But continues to respond to his draft with same issues {Para 152}, and again: *Elements - Questionnaire design will go in methodology section (and justify each question). Analysis - don't just repeat questions - need to give results (in a section of 'findings') and then interpret them - this is a VERY confused section. it is important to read something from the results and not guess at what isn't there - e.g. question 3 - 16 items to tick if they've problems and rate from 1 to 16 in line of severity (- but question is badly worded - I couldn't have responded to it). Comment: 'As can be seen on figure 3 below, all the problems that were listed on this question were problems to most respondents. The bar chart clearly indicates that all statements were problems on the contractors. However, there were respondents who did not complete this section because they did not have problems at all.' - then does 3 tables on this and 1 pie chart - careful! Also, figure 3 is difficult to interpret - 1 axis is 'types of problems' and the other is 'Number of respondents'. Graphs must be easy to read. ...Last section is confusing - what is it?? - If conclusion - how reached? - No, it's lists of extra comments from contractors - group them into themes rather than repeat all. 'Summary' is totally unrelated to rest of chapter. - Needs clarification of what goes where. I did this - he said it's more clear to him now* {Para 163}. Discuss S's ideas {Para 171}, responds to draft and points out need for editing as well as other (minor) needs {Para 181}.

MSU:21: Counsels for anxiety and strategizes to calm S in his writing procedure: *We discussed this and how he could enskill himself in the practice. (e.g. using peers, using the Writing Centre, asking himself questions). And I used his draft - lacking in support and elaboration - to illustrate how this could be done. I also pointed out the need to keep focussed in his essay; to relate to the topic under discussion throughout - e.g. he gave examples of groups that developed prejudice, but didn't relate these to race. I also suggested the use of subheadings. At times, his draft lacked clarity - related to problems with support/elaboration and focus. Some odd paragraph breaks. I also gave him input on referencing -*

he tended to reference every sentence, rather than whole ideas. Didn't include page numbers or Bibliography. I suggested he come in earlier in future and possibly bring in his marked essay so that we can discuss the feedback - he felt there was no time to reconsult before handing in {Para 12}. Discuss feedback: I went through the comments with him - they seemed fairly straight forward - he had left out a definition of racial prejudice, and a discussion of the historical factors (he said his problem here was that he was not interested in this aspect and we discussed how to deal with this). His tutor had also pointed out that he needed to make more of a direct link between the solutions and the problems he had outlined. - We spent some time on this and talked about ways of improving it {Para 22}. And gives technological information - also discuss what did work for S in his assignment (as a means of affirming himself) {Para 24}, responds to S's draft {Para 36} and {Para 53}, Counsels and offers support through exam nerves, {Para 66}. Tries to unfreeze S, reflects on and changes strategy in process, {Para 76}. Responds to S's draft {Para 103}, calms S and responds to his panicked queries {Para 111 and Para 124}, discuss S's next task: *Doesn't know how to start. Knows what he wants to do - the question on language (nurses as interpreters). Doesn't know how to tie in readings with essay. Has read around the issue of interpretation - but this is a practical task. I asked him some questions - e.g. practically, what would he do in this situation? We discussed the task - hopefully giving him some food for thought. I suggested a couple of readings for him {Para 134}. C draws out S with questions thus unfreezing him: I asked him to think of some general question that could be asked in this course - culture and mental health. - Dealing with mental health in a multi-cultural society. [S] is especially interested in the issue of language and how to overcome it in this regard. We talked around this for a while {Para 148}. Fears not being able to tailor what he's read to the essay asked for. - Talked about this {Para 152}. Talked about making meaning - in education, in ethnopsychiatry and in [S]'s studies. Talked about using a peer-discussion group, about the management of his negative feelings and about how he could use his readings. To try topic and draft and reconsult - may pop in for the odd pep talk! {Para 155}.*

MSU:22: Explains requirements {Para 11}, advises on general organisation of chemistry report and tabular presentation of data {Para 25}, points out pertinent parts of readings {Para 35}, responds to S's draft - limited because of field - refers to better qualified C {Para 58}, responds to S's queries: He did, however, have some questions of me: * In connection with his own work - he's taken some calculations further to make new formulae and he's not sure where to put these (has them in the middle of his literature review). * Literature Review - what order does he put stuff in? * How does he present a massive amount of data? * What is included in a synopsis. Can he include a graph? (Supervisor said no, PCU said yes, I said Please your supervisor) * Layout of his bibliography {Para 60}.

⁶⁰⁶ I tried drawing up a plan with her - looking at a comparison of two institutions {FSU:12: Para 51}

⁶⁰⁷ I suggested that she ask herself why she is using this information; does she agree/disagree with it? Also, that with whatever positionality she takes that she needs to explain why, and that this would in essence be her own perceptions. She voiced the concern that her own opinion would not be accorded any validity, and I replied that the fact that she was using it in conjunction with other theorists who supported or even in some cases did not would be sufficient to convince her reading audience {FSU:4: Para 33}

I asked [S], to first contextualize the passage, and once we had gotten this out of the way, to list the issues she would have to discuss in order to answer the question. It was at this point that matters broke down somewhat. Although, [S] has very good ideas, she finds it difficult to make the transition from explanatory to critical engagement. We moved away from the question for a while, to discuss the difference between primary/literal, and secondary/figurative levels of meaning, and how important secondary meanings are to academic thinking {FSU:8: Para 45} prompts/clarifies, pinpoints problems, discuss meaning.

In both of these there were weaknesses in her focus, lack of argument/analysis/own opinions, linkage of ideas, lack of structure, problems with referencing (- she had 'plagiarised', but in fact, had no idea of what referencing meant and why it was necessary), some language problems, inadequate introductions and conclusions. I discussed each of these with her in general terms - she did not know what referencing was, what structure refers to or what footnotes (required by the History dept) were {FSU:10: Para 24}.

We decided to work with one of her paragraphs. I suggested we work by putting her own ideas into point form to clarify her ideas and possibly see where could expand. This proved to be a highly successful exercise, through this we were able to see that she had misunderstood what one of the defs {FSU:19: Para 37}.

⁶⁰⁸ Has watched the movies - felt a historical background was needed - do I think so? We discussed how they'd define 'cinematic historian' - and indeed, 'history'. Talked about how to approach the essay. Are using each other over the readings - I encouraged them to use each other over their writing as well {FSU:2: Para 295}.

⁶⁰⁹ I outlined a general plan of action for an essay - suggesting she think up her own questions - after having analysed the topic and then that she browse through the readings and pick out 2/3 to read through carefully and take notes from, then draw up an outline and draft, edit, redraft {FSU:10: Para 24} Outlines POA - urges S to do some independent work.

Practise new skill of note-taking on rest of readings and return to work on an outline for the essay. ...I suggested that she do more than two of the readings - I remember that the recommended list was fairly substantial {FSU:10: Para 36}.

⁶¹⁰ At the consultation I first drew her attention to the actual requirements of the task and told her to focus on these in writing her essay. I had drawn up an outline for her, including suggestions on what to include in introduction and conclusion (I had to explain the role and structure of these sections; she obviously had not understood the guidelines) and I took her through this in detail, attempting to flesh it out where necessary. I advised her to survey the challenges first, and guided her to the relevant pages in the textbook. I told her that she should then identify those most important in the current South African context, and discuss what role the HR practitioner could play in meeting these challenges. I had to explain much of the material in the textbook and then suggest what should be stressed in discussing the situation in South Africa, and how HR practitioners could meet these challenges {FSU:13: Para 53}.

⁶¹¹ She had not realised that that she needed more background info. (re her own appropriate research) in order to do the task. I went through the 2 pictures with her, explaining the background & allowing her to put the visual interpretations into the context {FFU:2: Para 13}.

⁶¹² **FFU:3:** During the first consultation - to which S had brought a draft, C Helps with planning - getting S's ideas into an order - shows how to plan - questions; S thus works out structure. This is showing by example on one part of essay - leaving S to try others on her own, I suggested we work on an essay plan which the student had never done before. We developed a plan to tackle the essay introduction and organise information for the body of the essay. The student was lacking notes on one section of her essay, however through asking her questions she was able to build a range of main points which she could then structure her discussion around. I suggested that she do this with the other sections as well as a way of avoiding too much unnecessary detail e.g. she had three pages of notes on one small section of the topic {Para 11}. C did further modelling (for development of coherence) in the following consultation; This consultation was spent trying to get the student to model sentences and paragraphs paying particular attention to linking her ideas. This was done through the use of her tape recorder which I found a helpful tool {Para 43}. In the next consultation, C reminds S of what action to take when lost Suggested if student becomes too immersed in detail return to essay plan format {Para 57}, and sets S back to her strategy - i.e. practising good tactics: As the student was running out of time I suggested she go back to creating an essay plan for that particular section to try and distance herself from the detail/content. I further suggested she try and gain some objectivity and perspective by asking herself questions e.g. how many causes of alienation are there? Are all of these equally important? Etc. Then use these 'facts' to write the introduction to this section of the essay {ibid.}. Next consultation, C works on redrafting with S - change register, reorganise paragraphs, clarifying, integration of voices, and S is sent on next step: To review the session in terms of making possible changes to her draft given the deadline and to craft a conclusion based on the points formulated during the consultation {Para 80}. At the following consultation, they discuss S's difficulties and go through the process of sorting these out together; Her main problem was that she

did not know what to put in her conclusion and we discussed this and drew up the main points which she then had to craft into a concluding paragraph (Para 94). Another cycle takes them through: C and S discussing an approach to the task and C setting next step or goal (Para 106), C reminding S to focus (Para 124), instructing S and responding to her draft – we can assume by now that S & C have established a relationship where S understands what C is talking about – and if she did not, C would explain; reports consist of lists of responses and some instructions, with explanations where needed, e.g.: *My comments on her draft follow: * Introduction: Inadequate. Needs a thesis statement as well as an indication of the intent of the essay. Also need to be more specific - e.g. what is the topic in question? * Need for elaboration: e.g. Why are you going to ...first define rural areas as by McIntosh et al (1993).? What does this definition mean?/Why is it relevant? Elaborate statements. Define 'Social bases' (and keep a strong link between these and your discussion on topic statement). ... * Focus: 2nd paragraph needs to be linked to topic; doesn't appear relevant. 3rd paragraph - on what essay will do next (- perhaps to introduction?) - still not linked to topic, (- say why you're looking at this issue). What is CO/CS? - relate this distinction to the topic. 1 paragraph: Haven explained CO/CS and rural areas, the essay will now look at the factors that inhibit the development of CO/CS in rural areas. - explain CO/CS, Haven's explanation, link to topic, - in fact, essay doesn't proceed to look at these anyway. Page good - mention a link to topic - but not followed up. Pages 6-on the concept of paternalism - how does this relate to that of 'patronage' (p2)? - explain to reader (Para 131). And a third and fourth cycle follow on at a quicker pace – through C explaining topic action and from that their discussing the organisation of S's assignment and defining the next steps in the essay (Para 173) and (Para 192). And further – with advice on strategies, clarification, encouragement and affirmation (Para 213, 244, 258 and 275). When C felt her abilities had reached their limit, she sent S to her tutor for input (Para 258).*

⁶¹³ MFU:2: recommends process approach, and explains aspects of topic and the no-no's of plagiarism, *Once I started looking at his actual draft however, it became clear that the student had not understood some of the topic aspects of the question. As he was Russian, his comprehension of the written text material was confused in places (Para 11), explains paraphrasing, and interprets readings, advises consult with L (over understanding of a reading - written by the lecturer (ibid.). gives SM book, explains parts of topic, shows how to reference, recommends process approach, shows how to mind-map, There were still some areas where student had not understood the question topic. We covered them closely and he understood his mistakes. By the time we had completed the essay he was satisfied that he had understood each question, and answered it. We agreed that essay writing skills needed to be developed at a future date. I showed him how to reference correctly. He asked if he could make the alterations /edit the text where I had highlighted mistakes in our office. I didn't mind, so he quietly made changes and asked me to check them. We both agreed that a 3rd draft would have been ideal, time permitting, but that this would do for now. I gave him the book on writing and showed him the relevant sections he needed to look at. I also showed him how to mind map (Para 23). Mini-economics lesson, models how to write an argument - i.e. showing both sides, refers S to Medical library, However he had no understanding of the free market and a mini economics lesson was given. Then it turned out that he only planned to argue one side & after establishing that the lecturer had told them to argue both sides, I showed him how to go about this. We discussed the topic and where he could go for more information. I referred him also to the medical library. We also discussed the historical fame of Chris Barnard and Groote Schuur w.r.t. transplants. He left with an better idea of to begin his assignment (Para 33). contains focus and length, helps sort what to discard,, correcting errors, reworking conclusion, advises on elements bibliographies, He had presented a neat, carefully constructed draft but he was way off track w.r.t. focus and he had gone into far too much detail about the medical side of the topic which was not asked for. (It was also far too long). We discussed this and established that he'd have to scrap a lot from the essay. We established what was relevant, corrected errors and reworked the conclusion. ...Asked about bibliography and I advised him there (Para 43).*

⁶¹⁴ (Paras 30, 44, 83, 231, 258, 277, 374, 430, 445, 457, 484, 564, 602, 684)

Most of the consultation time was spent asking him about these concepts in order to establish, first, whether he actually understood them and, secondly, exactly what he had attempted to express in interpreting the results of his survey of the seaweed and fauna populations on rocks of different sizes. As has happened in most cases, his oral explanation of the phenomena involved showed clearly that he had no conceptual difficulties. Thus I could conclude that once again his linguistic problems, especially with syntax, were the reason for the lack of clarity of his discussion. Once I had ascertained exactly what he was trying to convey, I was able to help him to rewrite those sentences that had been difficult to follow (Para 302).

This was an uncomfortable meeting because the student was frustrated and did not accept my points or suggestions and said he was 'wasting his time'. At this point I decided to leave the introduction and concentrate on the next few paragraphs in terms of clarifying points and putting sentences into proper syntax. He calmed down and interacted in terms of clarifying meanings during the remainder of the consultation (Para 64). The problem was, of course, complicated by his imperfect syntax, but in this case I could not decide whether the flaws were linguistic or conceptual until he arrived for the consultation. ...It was evident then that his conclusions were conceptually correct, and I was thus able to get down to the business of improving his syntax so that their meaning would become clearer (Para 221). Pointed out errors due to conceptual misunderstanding and helped him to rewrite parts of argument that were not valid for this reason (Para 249). Advised him on structure of introduction and suggested changing order of some paragraphs for greater coherence in body of essay ...Within each section, though, there were some lapses in coherence, with paragraphs not in logical order. During the consultation I showed him how coherence could be improved, and also explained the necessity for an 'occasion statement' at the start of the introduction (Para 332). This made me wonder whether he really understood his results. However, when I questioned him during the consultation he explained the results clearly enough. I concluded, therefore, that it was once again his linguistic difficulties that had prevented him from transferring this clear oral interpretation into writing (Para 522)

⁶¹⁵ (Para 92). *Ditto in following consultation, We dealt with concord, tenses, spelling and conjunctions - and the difference between 'affect' and 'effect' - which he started to use correctly (Para 100). There were still a number of pieces of other texts copied - where sentences had been lifted and were not understood by him. Again, I ended up doing a lot of editing - but I felt I couldn't not do this - and I briefly explained what I was doing - in correcting spelling, concord, conjunctions, plurals, and word choice, (still mixing 'effect' and 'affect'). Again, there were places where his meaning was marred by his language, and we worked through these together (Para 124). Drew his attention to lack of clarity in discussion due to poor syntax and helped him to rewrite these sentences (Para 138).*

⁶¹⁶ (Para 293).

⁶¹⁷ *He asked me to focus on clarity of expression, especially in the discussion sections. He was anxious to eliminate any ambiguity arising from his linguistic difficulties (Para 182).*

⁶¹⁸ *Much of the consultation time was devoted to explaining his research topic to me and the approach adopted, so that I would be able to understand what he was trying to convey (Para 353).*

⁶¹⁹ (Para 640).

⁶²⁰ *Explained chemical concepts related to the principles of the experiment (Para 586).*

⁶²¹ *His use of English was obviously not a problem here, but he had not used the correct mathematical language in some of his derivations. Thus, the consultation time was spent mainly in explaining these conventions to him, as well as correcting his linguistic errors (Para 508).*

⁶²² (Paras 92, 100, 564).

⁶²³ *In this marathon, 2-hour consultation I started by focusing on what he had managed to write;I then pointed out to him where important requirements of the task had not been met. In helping him to draft the missing sections of the report I had to draw ideas out of him by questioning him and encouraging him to talk about the aspects concerned, and then immediately assist him in capturing these ideas in writing. As noted many times before, his oral communication in English is much better than his written communication, and this exercise confirmed that he had no*

difficulty with the scientific concepts, as he was able to talk quite fluently about them once the task requirements had been explained. By this laborious process we managed to write the missing section of the introduction (i.e. scope and limitations of the work) and identify, on paper, the ecological issues to be addressed before concluding the report with a suggestion for a monitoring programme and how it should be implemented {Para 640}. I advised him to include some more of the detail he had mentioned in talking about the work. In some cases the lack of clarity was merely due to the usual syntax problem; this was easily rectified. The graphs in which he had presented his results also required some elucidation, and I advised him on changes to the captions, and the inclusion of legends, in order to make these clearer to the reader. The section on methodology was in too raw a state for me to attempt to comprehend it, and the discussion and conclusions remained to be written {Para 353}.

⁶²⁴ I thought that the way in which he proposed to organise the poster was anything but logical: e.g. aerodynamics of insect flight was to be covered before wing structure had been described. Also, he was planning to include too much information (a frequent pitfall in poster presentation) and the narrative section was clearly going to be far too long {Para 164}.

⁶²⁵ At the end of the consultation I had to help him to summarise the gist of the essay for the conclusion, as by that time he was almost completely incapable of thought! He eventually left the Writing Centre with 2 hours to go before the deadline, and he still had to produce a neat version before handing in the essay {Para 430}. See also {Paras 55, 64, 83, 277, 473, 622}.

⁶²⁶ I suggested that he introduce each section of his report and see the questions given as guidelines for his report writing and not as something to be read in conjunction with his report. I pointed out that this affected the flow of his writing. I felt it was fine to make use of lists in his report - especially due to his language problems, however, I pointed out that he shouldn't use 'ETC' in these when the topic required specification {Para 100}.

⁶²⁷ {Para 24}. I also suggested that he present as much as possible in tabular form or as illustrations, which would not only achieve the desired aim of shortening the narrative, but would also give the poster a more striking appearance. He adopted this suggestion with great enthusiasm, and soon came up with some original ideas for illustrations, including a 'working model' to depict the mechanism of flight. I realised that this type of presentation was ideal for him, as his linguistic problems were less of a handicap {Para 164}. This made me wonder whether he really understood his results. However, when I questioned him during the consultation he explained the results clearly enough. I concluded, therefore, that it was once again his linguistic difficulties that had prevented him from transferring this clear oral interpretation into writing. I advised him to present his data in graphical form, rather than tabular, where possible, with the figures clearly captioned and the population estimates given to a realistic degree of accuracy, which meant to the nearest 100 and certainly not with decimal places. He should then discuss first the trends illustrated by the figures, before attempting to make any predictions of the significance of the findings for marine conservation in general {Para 522}.

⁶²⁸ During this consultation there was a real moment of truth when [S], with no prompting from me, commented on the fact that he found it easier to express ideas orally than in writing. I told him that I had noticed this and then had a brainwave and suggested that it might perhaps prove helpful to use a tape recorder to capture these ideas for transcription into written form in any future reports he was required to produce. He was delighted with this idea and expressed his intention of trying it out immediately. He also thought that it might prove beneficial to take further lessons in English during the summer vacation. I therefore gave him a copy of [X's] card {Para 622}. I suggested that he do some light reading in his spare time to try and pick up on English. I also suggested he learn how to use a computer, explaining that most word-processing packages have functions that could check his spelling as well as meanings of words - as well as the fact that it would be easier to read than his handwriting. He does intend to do a course in the July vacation {Para 124}.

⁶²⁹ I stressed the necessity to read and reread the question, to make sure that he understood what was required, and then to allow 5 minutes per question to jot down his ideas on the topic and arrange them into logical order by drawing up an outline of his answer. ...He said that he had less difficulty in conveying scientific concepts orally (I have noticed this; see earlier reports). I tried to reassure him by telling him that he was very likely to be given an oral exam if he were a borderline case on the basis of the written paper. I told him that it had become obvious to me, from the long series of consultations this semester, that he did understand the concepts involved in most of his reports, but that his thinking tended to become confused when he was under pressure. For this reason, he should try to allow more time for writing reports during a practical course and, very especially, he should try hard to keep calm under examination conditions, to help his brain to undertake the difficult task of thinking in a language that was not his own. I hope that this advice got through to him; he was very tense, and I wondered how much of what I said was being registered {Para 390}.

⁶³⁰ On hearing that the maximum duration of the presentation was only 10 minutes, I advised him not to try to squeeze in too much, but rather to identify the most important aspects and concentrate on these points. The consultation time was spent, therefore, in helping him to select the salient points from his notes and then to group them into cohesive sections. I warned him against trying to include too many points on one transparency, and tried to give him some idea of how information should be presented in this form. I emphasized that point form was perfectly acceptable in this case, and therefore he need not be unduly concerned about his syntax for purposes of this task {Para 473}.

⁶³¹ Sends S to dept for guidelines to their essay writing requirements {Para 55}. Advises request for extension {Para 374}. Suggests consult with L, I suggested that he should consult his supervisor about the methodology without delay, in the hope that he would either explain it clearly or refer him to a good book on the subject. He planned to do so that afternoon and then spend the ensuing weekend writing the report, which was due the following week {Para 551}.

⁶³² I asked him what he intended to do about the impending deadline. He was not sure, so I advised him to devote the weekend mainly to rewriting the 8 reports that I had corrected, so that he would be able to hand in these on Monday. He decided to do this, and try to get another brief extension of time for the remaining 5. He hoped to have one of these ready for my attention on Monday, and we made a tentative appointment to discuss it on that day {Para 258}.

⁶³³ E.g {Para 447}.

⁶³⁴ He still had time to do this, as his time management had been better this time, an improvement on which I congratulated him {Para 522}.

⁶³⁵ {Para 622}.

⁶³⁶ Paras 30, 55, 182, 332, 702.

⁶³⁷ I spent the rest of the consultation time advising him on referencing conventions. He explained that those citations in the text that did not correspond to full references in the bibliography were taken from citations within the articles listed. I therefore advised him either to find the primary sources and list these or, if this were not possible, to cite them as secondary references (i.e. use the 'cited in...' format) {Para 302}, see also {Para 100}.

⁶³⁸ {Para 195}.

⁶³⁹ I felt that the main issue here was that of audience: he thought that he was writing only for his lecturer, who obviously understood all the terms used and would be able to draw conclusions directly from the results of the statistical analysis... I explained to him that ALL steps should be explained to the reader, who should be assumed to be a scientist, but not necessarily conversant with this field. Writing a more explicit report would also show his lecturer that he understood the theory behind the experiments {Para 195}.

⁶⁴⁰ I had not realised that these were his own ideas and agreed that it was essential to distinguish his own voice in the discussion of the results. I therefore helped him to do this in the discussion and also to rewrite the conclusions to emphasize the fact that he had taken the initiative in invoking the alternative theory and that it seemed to fit the observed patterns. I felt that there should be some mention of the alternative

viewpoints in the introduction and helped him to draft an additional sentence to this effect; the remainder of the introduction was satisfactory {Para 702}.

⁶⁴¹ **MHP:1:** Most of his reports consist of lists of responses to his draft readings – which she explains and offers alternative methods where necessary. Early visit: C outlines issues and they go through together. *At the beginning of the consultation, I outlined the main issues that I would deal with in going through the draft together and then we went through his draft in detail* {Para 33}. C explains and models, raises concerns and discusses with S, *At the beginning of the consultation, I outlined the main issues that I would deal with in going through the draft together and then we went through his draft in detail* {Para 33}.

and she reassures S of acceptability of methods: *what he had gathered from it all, but now when he thought of an idea, he would go and search for it in one of his readings (so that it belonged to someone else!). I hope, through our conversation, he has been assured of the acceptance and necessity of the expression of his own opinions, as well as gained an understanding of how he can use the ideas of others' to support and guide his own* {ibid.}. She points out errors. {Para 63}. She points to how he could improve, - e.g. *too many paragraph breaks. Some stuff - e.g. section 2.2 could be condensed. I stressed the need to integrate his own views with others; to debate with them rather than present a different person's idea in a new paragraph and then a final paragraph stating the fact that 'the author' supports these ideas. I also suggested that in some instances he may find it easier to use actual quotes from other authors* {Para 154}. Affirms, {ibid.}. points out need to rework, *I suggested he rework the conclusion. I pointed out the differences in layout in the bibliography between titles and journal names* {Para 179}.

edits, Editing: Did quite a lot of this - viz.: sentence restructuring and reordering, punctuation, cutting down on very long sentences, suggestions on paragraph merging, slight reordering of paragraphs. A couple of misuses - e.g. It's-vs.-its' and sites-vs.-cites {Para 196}, gives examples on how to improve, Support & Elaboration: Draft could benefit from extra detail from time to time. Some suggestions made on more structured argumentation {Para 200}, explains and responds. Clarity: Sometimes obscure. Logic/flow/follow-on doesn't always exist - e.g. use of '...therefore...', '...on the other hand...', 'In other words...'. Also note that same definition is assigned to different authors (p14 & p 17). Focus: On occasion, need to relate back to research topic/reasons. - e.g. in conclusion to introduction. I'm not sure how (i) (p17) 'Generic components of the data warehouse' and (ii) (p20) 'The IBM data warehouse solution' relate to general heading 4.3 'Data warehouse architecture - generic and vendor specific' - or even how they link to each other {Para 202}. As S becomes more confident, C withdraws – now responds to one section, S to retry another based on her response. {Para 256}. Explains elements of case study report writing and suggests approach. He said that he'd never written up a case study report. I explained that what was missing was a description of the situation and the background. He pointed out that this was all in another chapter. I suggested merging these two and he said that this confirmed the advice of his supervisor {Para 265}. Edits, rewords, points out and gives examples on how to do so. General language: I found myself doing a lot of punctuation editing - mainly commas and hyphens - due to long sentences. Syntax /problems with expression: I made a lot of suggestions for rewording. Much repetition. Odd terms - e.g. 'quality assure' (verb), 'a high level description', 'This case study describes...'. I pointed out a lot of tense inconsistency and said that he would have to edit for this. Many split infinitives. Verbosity {Para 275}. Models a reread and suggests S try rest himself: I suggested that [S] go through the rest of his draft - looking out for the sort of issues I had pointed out in this section {Para 293}, and gradually become minor reminders: Get away from referring to 'the author' - use first person. Bit jolty. Do you realise you change fonts? Some padding - be direct. Introduction needs thesis statement - what has your literature review yielded? Isolated paragraphs - not linked. Who is your audience? {Para 328}. – little needing to be explained or modelled now.

MHP:2: Here, I'd like to list the advice given as recorded by C: on organisation of his writing – thesis, {Para 10}. chapters (at least five mentions), { Paras 21, 32, 83, 106, 128, 445}, and working with the student on improving cohesion and coherence (at least eleven mentions), {Paras 32, 45, 56, 140, 152, 165, 178, 191, 274, 408, 419} – often involving pointing out where further elaboration was required (nine mentions), {Paras 56, 83, 128, 140, 152, 215, 284, 304, 379} or cutting out repetition (eight mentions), {Paras 106, 191, 215, 223, 247, 340, 408, 419}, as well as integration of new information into text (four mentions). {Paras 247, 260, 274, 340}. Dealt with issues around presentation of data in tables, and integration of this data into discussion (five mentions), {Paras 21, 117, 260, 316, 433}, strengthening introductions, conclusions or sharpening focus (eight mentions), {Paras 32, 56, 205, 223, 247, 260, 304, 366}, minor issues around inconsistent referencing (three mentions). {Paras 328, 340, 353}. Edited for grammar errors, or worked on improving syntax (six mentions), {Paras 45, 69, 94, 205, 295, 445}, and one piece of advice on academic discourse, *Warned him not to let journalistic style obtrude in academic thesis* {Para 392}.

MHP:3: Concerned about plagiarism - comes with questions which C addresses {Para 12}. C responds to his style and explains more disciplined one: *Style of address becomes really irritating; 'It's not a pretty picture to see a grown person (man) cry, but in this day and age of high profile IT projects, where success is dependant on so many factors, this could well be a recurring scenario. More so if one of the major factors affecting the success resigns. That's right, your Human Resource.' ... 'Those managers who are still of the opinion that the employer gives the employee a salary to perform a job, have sadly missed the boat. Once again, this is a Resource that has to be managed accordingly. To quote a rather true phrase, 'if you want loyalty, get a dog' {Para 37}. Encourages S to express his ideas: I asked him to talk me through his mind-map. Has some good ideas - got lost - too many. Lots of information - can pick and choose - turn this to your advantage - narrow down to the cream on top! Work with what you have, don't need to do further research. We planned for flow and cohesion. I cautioned him to bear his audience in mind. He asked about referencing one person in another {Para 62}. Address and style remerge. {Para 81}. As before register was a major problem in his writing and there were several lapses into 'journalese'. I told him that this should be restricted to (short) quotations if really apposite but the same style should not be allowed to creep into his own academic writing {Para 121}. He asked me to look at his conclusion - very dictation-like. Try to be more gently suggestive {Para 133}, I also gave him the 5X3 handout and explained about purpose-audience-method {Para 151}.*

MHP:4: Again, a summary: Discussed topic and scope of essay (three instances), {Paras 10, 44, 130}, or sharpening the focus of the essay, cohesion and coherence (six instances), {Para 33, 68, 80, 92, 168, 180}, advising on integration of information (three instances), {Paras 142, 157, 168}, and suggestions for getting information (four instances). {Paras 44, 104, 130, 168}. Other organisational advice (four instances) {Paras 55, 80, 92, 116}, and on content of parts {Paras 130, 142}. and other detail, *Advised him on details of his research questionnaire ...I advised him to omit some examples and case studies that were rather trivial, and we discussed how the new information could then be integrated into the survey. ...He was hoping to circulate his questionnaire soon. I advised him to do so before teachers became too busy with exams to pay any attention to it* {Para 104}. Plagiarism issues: *Warned him against quoting entire paragraphs word for word from literature sources ...However, I had to explain to him that, even with acknowledgement (the usual type of citation had been included at the end of each extract), it was completely unacceptable to use such lengthy direct quotes (whole paragraphs in many instances) in an essay. I advised him to paraphrase all of these extracts and express the points covered in his own words, except for definitions or a few of the short, pithy sentences used by some of the authors to encapsulate the essence of their viewpoint in a striking, memorable way* {Para 21}. And once instance where the consultant, helped him to correct minor linguistic errors {Para 116}.

⁶⁴² *Funnily enough, her mind-map looked good - she didn't seem to follow it in her actual writing though. We talked about how to do this - making her essay more cohesive* {FHP:1: Para 33}.

⁶⁴³ *Cut and paste needed - literally - away from computer - I think she loses herself from trying to do too much on screen. Use subheadings. ...Talked about how to bring in her own voice. Be aware of audience at all times - frame things for them!* {FHP:1: Para 87}.

⁶⁴⁴ *I suggested that she try the library at the Graduate School of Business, and that at Stellenbosch University, which has more journals than UCT library. As she lives in Stellenbosch, she was pleased with the latter suggestion. I also told her about the Inter-Library Loan service. She had several photocopies of relevant review articles, and I suggested that she try to find some of the main references used in compiling these*

articles. She also wanted advice on the organisation of information in planning the essay. I suggested that, after identifying the main aspects to be covered in the essay, she should group her photocopies in files accordingly. ...The use of a card index system to enable her to see at a glance which aspects were covered by each reference was another suggestion I made, based on my own experience of writing major reviews (FHP:2: Para 21).

⁶⁴⁵ I was by now sufficiently conversant with her topic to be able to advise her where to insert the new sections she had added to the essay. This problem was, therefore, easily dealt with at the consultation. I then turned to the introduction and conclusion. For the introduction she had stated the topic and given a little background to it, but there was no thesis statement. It was, in fact, possible to write that part of the introduction only after the new information had been integrated. I then helped her to write a brief description of the approach adopted in the essay, which developed into a thesis statement that seemed to be satisfactory. For the conclusion I helped her to summarise the essence of her argument and make predictions about the future involvement of IT in business process reengineering (FHP:2: Para 162).

⁶⁴⁶ We discussed how this framework could inform her approach to designing the questionnaire; I warned her not to let the questions 'lead the evidence', i.e. inevitably produce the answers she wanted. We decided that a 'Do you consider this statement to be true or false?' format might be the best approach for much of the questionnaire. She was still worried about some of the feedback she had received on her last essay, and had left it with me for my considered opinion. I noted that the marker had laid emphasis on not quoting any one source at inordinate length, and I was able to see, on rereading the essay, that there were places where she had included too much detail (extended analogies, case studies, etc.) in substantiating the points made by some authors. I suggested that she omit these in adapting the essay to serve as the literature survey for the report (FHP:2: Para 215).

⁶⁴⁷ During the consultation I drew her attention to all these problems, and also reiterated my earlier advice on the use of correct academic register in the sections on the companies researched and their BPR initiatives. These sections were still written in 'business jargon'. I helped her to rewrite some of the worst of this, in order to achieve the appropriate register, as she did not seem to know how to write academically in this context, being used to the use of jargon in her daily work. At the end of the consultation I told her that I was now satisfied with the introduction (after the recommended changes had been made) and the literature survey and did not wish to see yet another draft of these sections. ...As I could not continue to devote so much preparation time to her drafts I would have to confine my attention now to the sections on the research project as such. She accepted this, especially as she was anxious to complete the report, having finished the research (FHP:2: Para 279).

⁶⁴⁸ There were some doubtful assumptions and generalisations, and suggestions for future research were weak and badly formulated. At the consultation I started by congratulating her on the improvement, and suggested that we now focus on the conclusion to try to bring this last chapter up to the standard of the rest of the report. Thus most of this longer than usual consultation was spent pointing out assumptions that were not justified and outcomes that were not well substantiated. I also emphasized that she should end with some more imaginative suggestions for future research in this field, as the present ones were too banal. We spent much of the time brainstorming, trying to identify and substantiate the major conclusions from the work and make some worthwhile suggestions for expanding the research. This exercise ultimately resulted in a very rough new draft of the concluding chapter. ... I reminded her that the synopsis also remained to be done (FHP:2: Para 307).

I think her main problems still have to do with flow within and between her paragraphs. Sometimes I felt she included irrelevant sentences, which detracted from what she was saying around them. There was also a lot of repetition and, in fact, some contradiction - mainly when relating her 'findings'. I pointed these out and suggested some restructuring as a solution. Her choice of words was sometimes strange - I pointed these out and tried to think of alternatives with her. Her definitions often lacked clarity - I worked on a couple with her by way of example but merely indicated others and, when she needed it, explained where they weren't clear. I dealt with the lack of support for her statements in a similar way. I pointed out her general grammar errors - concord, plurals, articles and punctuation - she didn't need any of these explained; she'd just missed them. ...Her referencing problems were still there and we went over the conventions again. At times I suggested a change in style - to improve the ease of reading, as I saw it - but I realise that it may be imposing my own style (FHP:6: Para 24).

⁶⁴⁹ I realised that proposing that further research in this field should focus on these particular conditions would greatly improve the still sketchy Paragraph on future research. I attempted drafts of additional paragraphs for both synopsis and conclusion, incorporating the missing ideas, and then phoned her at work to suggest that she visit me at home at the end of the working day to discuss these additions. She accepted with alacrity, and therefore this was our second off-campus, out-of-hours consultation. I discussed at length the necessity for the synopsis and the conclusion to reflect accurately all the meaningful findings of the research, and then went through my proposed additions. She accepted these with very little comment; I think that she had been instinctively aware of the inadequacies of these sections, but devoid of ideas for overcoming them (FHP:2: Para 337).

⁶⁵⁰ One of the problems was that she did not know the meaning of some of the words used in setting the assignment (e.g. recalcitrant, reactionary), and I therefore had to start by explaining these. I suggested to her that the first step would be to look up the provisions of the LRA on unfair dismissal to ascertain whether the other reasons for dismissal given as 'unfair', and the means of recourse open to employees thus affected, were sufficient without the necessity to involve the controversial clause. She then produced the course reader and I found that the Act, including the relevant sections, was set out in detail in this reader; she had obviously not bothered to look at it. I had to guide her to all the clauses pertinent to the question. I explained that, after reading the relevant sections of the Act she should then express her own opinion on the issue. As the task required the argument to be substantiated I suggested that she look for case studies exemplifying the abuse of the 'constructive dismissal' clause by an employee who had been dismissed with good cause and/or circumstances where it could be justly claimed. She once again looked blank and I advised her to try looking through recent issues (post-LRA) of the SA Labour Bulletin or similar journal. She began to see the merit of this suggestion, but I gained the impression that browsing through journals in the library was a new idea to her. Finally, as I was getting desperate since I was running out of ideas, I suggested that she approach a tutor or lecturer in the HRM department, or perhaps a librarian in the Commerce library, to recommend a suitable journal for her to look at (FHP:5: Para 59).

⁶⁵¹ Although she made use of references, she didn't use quotation marks or include the actual references, nor did she elaborate on her quotations in any way - they were just left hanging. We discussed this and I asked her to explain why she had used them, in order to link them to her own ideas. I also pointed out that she should make use of examples to support her statements and suggested that she use examples of actual speech that she comes across. I suggested that she decide who she is speaking to in her essay and that she maintains a consistency in her address. Her focus tended to shift within her writing, which made for a lack of flow in and between her paragraphs. I pointed this out and suggested ways of restructuring her essay in order to provide for a more concentrated focus and clearer flow (FHP:6: Para 14).

⁶⁵² I suggested that we look at her method - she said she gets a topic and works through it, ensuring she understands the terms and knows what she is going to write about. Then she does all her reading and note taking and then writes draft after draft. I suggested she do outlines - either mind-maps or diagrammatical outlines - she said she did, so I asked her to show me what she had done for this essay and she wrote a list of subtopics down - I pointed out that her essay did not follow these and suggested that she make use of subheadings as these may help both her and the reader in terms of clarification (of what she is talking about) and flow. She said they are not allowed. I questioned this and then she said she didn't like the idea because she wanted her essay to flow. ...I also suggested she use a wordprocessor in her drafting stages (apparently she does type them up at the end) - as it could save a lot of time and energy in her redrafting - and I also said that I would find the drafts much easier to read, but she also didn't like that idea (FHP:6: Para 65).

⁶⁵³ (1) Be more explicit in framing the essay so that your audience is clearly addressed. (2) Perhaps you can let Barlow and Rose 'speak to each other' a bit more (e.g. on page 11, Barlow's 'interpretation' of Rose's insinuations aren't qualified strongly enough. Make your application of

Barlow's views clearer by placing value judgements on them). (3) Keep related discussion points together. It seems too unconnected at the moment. The back and forth movements between [P], [D], [R], and [E] are a bit confusing and affect the flow of the essay when reading it for the first time. (4) Indicate the CONCLUSION by means of a sub-heading and separate it out from the preceding discussion point. Otherwise a well-written draft, but not as smooth and flowing a read as the previous essays. Seemed almost a bit hesitant to take a stance, as if she did not feel she could speak authoritatively on the topic {FHP:16: Para 177}.

⁶⁵⁴ During the consultation, [S] kept wanting to get down to working on the wording. I suggested we rather work on the structure first - section by section - as I suspected that the syntax may then become less of a problem. She agreed to this reluctantly, but seemed excited after we had drawn up an outline for her write-up - with a plan of action for her consultations here {FHP:7: Para 28}.

⁶⁵⁵ FHP:11.

⁶⁵⁶ {FHP:15}.

⁶⁵⁷

FSP:1: {Para 12}	Language - articles, full sentences, word forms. ...Lots of stereotyping and generalizations - e.g. on people who go to therapists. 'According to the psychoanalysts...' References attached to end of each paragraph. One sentence paragraphs - sometimes 6 lines long. Very directive - e.g. in what a therapist must do. Needs elements on academic essay writing. Let's go through together. Mmmm - I see on page 6 that it is linked to Jane - so realize the essay topic. - In fact, her analysis of Jane - in terms of resistance strategies - is good! But her definitions of these are poor. But do be careful of making unexplained assumptions on Jane's feelings and thoughts. Are you required to talk about treatment here? Don't use 'we'. Conclusion is very flowery - needs elements.	Lists of issues – C responds to reading
{Para 31}	I went through the Radloff APM menu with her. We talked about referencing and writing in the first person. Has used mind-maps. Doesn't know when to cut sentences. I suggested she read aloud. Topic sentences. ...Had lots of questions around quoting, paraphrasing and own words and their terms. Asked if she could use examples from her own life.	Goes through technique
{Para 58}	...We also spoke about the essay as a journey and the elements of introductions and conclusions. Nice - paragraph includes a comparison of different views - Now bring in your own voice - I.e. comment on your readings. Nice division into sections - again, need for voice - conclude with bringing together and leading into next - own voice. How do I express my own voice? - own examples, links, conclusions. Can I use examples from my own life - e.g. my therapy? - Yes, but it's not necessary to mention it's you. Link to topic - e.g. relate repression to resistance. ...Left out reading rest of draft - went on to conclusion. Doesn't know what to focus on. We talked about this - linking to introduction and covering what was in her discussion.	Encourages S to relate to own experience Encourages - own voice and ways of doing this, addresses S's questions and confusions
{Para 107}	Long bits taken from readings - need to engage. ...Some structural suggestions made. ...Let's go through the process together. Topic sentences of this essay and plan - mindmap next one together.	Models – map plan together
{Para 125}	Retried introduction - better framing of essay. ...Struggled with topic sentences - but tried: What resistance is -- how Freud saw it -- ego -- consciousness -- how the therapist can help the patient (is this related to your topic? - no - scrap) -- types of resistance -- in general -- negative ways in which resistance can manifest -- positive ways -- what the resistance may indicate for a therapist (are you sure you should include this?? - no) -- defence mechanisms (go under types of resistance). ...She is confused by the idea that dreams are forms of resistance. Also confused by own concept of theory - thinks it's general ideas she has (without backing) We talked about theory and support and elaboration. Argument, selling ideas - specific examples and general ideas. ...WANTS to include stuff on therapy management - talked re: how and where. - Realized headings are important. In future, come in early to mindmap and brainstorm and then through drafting process.	Listens to S's reports on her efforts. C prompts Clarifies for S - explains content - explains technical literacy concepts - where to include information - encourages consultation in planning stage - encourages S's questions for next topic
{Para 150}	Brought out topic for next - cross-cultural studies in attachment and loss. Talked of the importance of questioning when planning essay. She thought of some. The essay started off with vague generalisations, and then moved into a fairly complex definition of the terms. There was very little signposting or evaluation, and no sense of an argument being developed. We discussed building a foundation on which conclusions can be drawn, and also thought about ways of tidying the introductory paragraph. I asked questions about the relevance of certain observations, and we discussed whether these could be excised, or better integrated into a strong argument.	C responds, prompts and clarifies
{Para 169}	however, I advised her merely to add a few evaluative comments to prepare the reader for the comparative argument, because the rewriting involved in shaping the entire essay around the evaluation would simply be too substantial. ...[S] started planning her next assignment, on traditional healers and medical aids (her own topic) with me. I noted that this was a good idea, since the real work is often done during the planning stages of an assignment. ...I advised [S] to make a list of similarities and differences between Western psychology and African traditional healing, and to make an appointment to talk about how these can be drawn into an argument.	Advises to consider reader Encourages and helps in planning stage Advises on content and encourages further discussion
{Para 184}	I indicated places where [S's] own voice might come through more clearly, and tried to get her to articulate a thesis - difficult.	Encourages S to articulate thesis statement

{Para 195}	<i>I discussed the report format with [S], and we spent some time trying to map her findings onto the report template. [S] did most of the work, although I suggested one or two possible headings.</i>	Explains format Models planning Encourages S to attempt on her own
{Para 206}	<i>Generally the report was okay, although the numbering was inconsistent and the headings somewhat confusing. She had also structured the findings according to sources rather than general concepts. I pointed this out to her, but also mentioned that it might be too time-consuming to consider changing everything at this late stage.</i>	C responds to S's draft writing
{Para 226}	<i>...There is still a tendency in [S's] writing to pastiche different theorists' claims together without clearly indicating her own line of argument.</i> <i>Information given: Literature Survey</i> <i>...[S's] literature review was fairly competent, although she did not really engage the writers in a conversation with one another - little sense of the field in its totality, mostly fragmented summaries of opinions. We talked about ways of connecting the different theorists.</i> <i>...[S] did not always indicate clearly whose opinions she was dealing with. A considerable part of the literature review was summarised from one source, leading to confusion. Her own opinions were not clearly distinguished from those of the critical texts she was reviewing.</i>	Talk about different ways of connecting different ideas Reminds of importance of own opinions
FSP:2: {Para 11}	<i>The lecturer's feedback was mainly concerned with the fact that she had not developed her argument logically and his other main criticism was that she had not expressed her own opinion but merely reviewed the published opinions of others.</i> <i>...I advised her to devote a separate paragraph to her own views and to make it clear in the opening sentence that this was an independent opinion. The problem in developing the argument was largely an organisational one; I showed her how to arrange her points and in what order the paragraphs should follow if the argument was to be developed logically. Her conclusion would then be better supported by the preceding argument.</i>	Discuss Ls feedback and advises on how to improve
{Para 24}	<i>Helped her in interpretation of Roman law judgements.</i> <i>The writing was sufficiently clear, but repetitive in parts as far as the use of certain words was concerned; e.g. in giving the opinions of others, judgements, etc. she had used the verb 'said' each time. To add some polish to the writing I supplied her with some synonyms (such as 'stated', 'ruled', 'decided').</i>	Interprets Supplies words
{Para 38}	<i>I went through each of these steps slowly, and ascertained by questioning her what it was that she did not understand about each step. I then explained, in simpler language than that used by the tutor in his written instructions, what each phase of the task required, according to the tutor's instructions. I looked at the assignment as set, to ensure that I had interpreted the task correctly. It was worded in a very verbose manner (in typical legal fashion!) and it was therefore not surprising that she had experienced difficulty in interpreting it. I found that there were several words and phrases that she did not understand; I explained these and attempted to focus her attention on the essentials of the task. It seemed from this exercise that the tutor's suggestion was indeed the best way to approach the assignment.</i> <i>...Now that I had a clearer idea of the requirements of the task I was able to guide her to the salient points in the prescribed readings. I emphasized the necessity for careful organisation of the written work in order to build up an argument, as discussed at our first meeting, and we drew up a plan for this assignment.</i>	Unpacks topic, explains terms, Questions and clarifies, Interprets in simpler language, Focuses on essentials of task and main points of readings, Advises on organisation, Plan together.
{Para 56}	<i>Remembering that she had not been taught the elements of essay writing in her undergraduate course at Fort Hare, I started by explaining these to her, especially the functions and structure of introduction and conclusion. I then turned to the requirements of this particular task, and together we worked on drafting a suitable introduction (with occasion and thesis statement). I asked her to explain to me the crux of her argument in answer to the task question and then, once I was sure that I understood this (the topic was rather beyond me, so I was glad that the tutor had helped here!), we worked on fleshing out her conclusion. The body of the essay was largely satisfactory, but there were once again sentences that were incomprehensible owing to syntactical errors. I established what she was trying to express in each case and then helped her to remodel these sentences for greater clarity.</i>	Explains elements of essay, Models by way of example Clarifies and attempts (still modelling), Asks for clarification and helps remodel sentences.
{Para 69}	<i>she had no introduction and I felt that this particular assignment demanded one, stating the two definitions, before differences could be discussed. I suggested that she apply again what I had taught her in the previous consultation about writing introductions, and she easily came up with occasion, thesis statement and definitions.</i> <i>...so I felt that in this case I could devote some of the consultation time to correcting a few recurring grammatical errors (the usual tense and concord difficulties) and some spelling errors, so that further polish could be added now.</i>	Reminds re: previous advice and S comes up with ideas. Corrects grammar.
{Para 85}	<i>I tried to lay emphasis on these positive results, and explained to her that poor marks in June tests that are not finals are usual, as little or no time is allowed for revision before such tests.</i> <i>...I therefore concentrated on her language usage, which had deteriorated markedly from the standard it had reached towards the end of the first semester. I helped her to correct the recurring grammatical errors (mainly tense and concord), and to substitute more appropriate words for those she had used in the wrong sense, referring her to my advice on these points in the earlier consultations.</i>	Affirms, encourages, sympathizes. Corrects grammar with S (models)
{Para 98}	<i>I went through these sections with her, explaining the content and helping her to identify the salient points for the essay as set. It was probably because of this lack of comprehension that much of what she had written on collective bargaining was badly organised and thus hard to follow. Apart from the introduction, the principles of which she had at last mastered, this first section of the essay was very muddled and the information did not flow in a logical manner. However, once she was able to understand the concepts that had confused her, we worked together on integrating the additional information thus gleaned from the reading and re-organising the material so that the argument did develop logically.</i> <i>...I urged her to try to allow more time for her next writing assignment so that I would be able to give her more advice.</i>	Explains readings, Helps identify points and paraphrases, Explains content, Models, Encourages better time management.

FSP:9: {Para 10}	<p><i>Stressed urgency of the need to transcribe interviews.</i></p> <p><i>...I looked through this draft: Lots of stressed words in caps. Definitions - e.g. of 'ethnography' and 'rural' - from BBC English Dictionary and OED. Much condensing needed. Try own definitions - for purposes of essay. Need own commentary - e.g. on quotes quoted. Need upfront statement of what's to be researched. It's very lost in focus.</i></p>	<p>Alerts to need. Responds</p>
	<p><i>...She outlined her research for me:</i></p> <p><i>...I asked her to take notes while I explained the parts of a research write-up, and what was entailed in each element as well as conventions such as referencing and requirements such as own commentaries.</i></p>	<p>Orients self to S's work</p> <p>Encourages S to take notes and in her work</p>
{Para 33}	<p><i>...She was very curious about this idea of writing the introduction at the end.</i></p> <p><i>...We went through her Methodology - with her asking me where I thought she should put various details and whether I thought she was covering everything.</i></p> <p><i>...She's run into problems with her transcripts because of her tape recorder and batteries not being good enough. I suggested she approach John Valentine for help with adequate technology.</i></p> <p><i>...She asked me about her language - I suggested we deal with it at a later stage of her draft writing - and explained why.</i></p>	<p>Discuss Orientates Clarifies – but warns S to double-check Advises approach Addresses S's questions Suggests resource for technological support, Explains own approach. Encourages S in interesting information.</p>
{Para 48}	<p><i>Include all your interesting information. Keep the reader next to you (i.e. fully informed). Suggestions made on organisation and language.</i></p> <p><i>...she didn't seem to understand what sorts of information were needed in the task. During our discussion, I discovered a mound of really interesting information that she had not included because she didn't think it related to literacy.</i></p> <p><i>...I went to great lengths to explain that she needed to take the reader by the hand through her journey of research - not to leave the reader behind, e.g. explain terms/theories to the reader. I was often mystified when reading her draft.</i></p> <p><i>...Her literature review was in note form - I explained that she needed to write in proper sentences.</i></p> <p><i>...I suggested more detail be included with regard to what other research projects she mentioned involved, and why she had adopted or agreed (or disagreed) with the ideas of other author's. I also suggested she draw conclusions from the projects outlined in her literature review, and make a comment on how they all relate to her project.</i></p> <p><i>...Misuse of some words - pronouns, prepositions, conjunctions, slight tense inconsistency. She sometimes stumbled over language and I helped her with some sentence rewording and reorganisation.</i></p> <p><i>... Methodology section: too vague. Some essential information lacking - I pointed out.</i></p> <p><i>Discussion section: As I have mentioned, I discovered a lot of extra and very interesting information that she should have included in her write-up.</i></p> <p><i>...I made some suggestions on reorganisation, inclusion of extra information and suggested that she integrate this section with her conclusion.</i></p> <p><i>I gave her information on referencing techniques - hers weren't always consistent.</i></p> <p><i>She still has to write the introduction - we spoke, in detail about what she is going to include in it. I reminded her about keeping the reader by her side.</i></p>	<p>Going through draft together</p> <p>responding</p> <p>explaining</p> <p>suggesting</p> <p>pointing out</p> <p>discussing</p> <p>reminding</p>
{Para 127}	<p><i>I looked over the first submission of the essay - where she got caught up in the theory rather than a discussion on the implications of measurement (of intelligence). Apparently she has rewritten this once already but her organisation and discussion (support and elaboration) were problematic. She said she understood the problems and feedback from [sup] on both of them. She had got 46% for the first and although [sup] commented on the second, he hadn't agreed to give it a mark. She is now going to attempt a third submission, for practice - for which she will get a mark. [sup] wants to see improvement. They both feel fine about it being the same topic and about her consulting with both [sup] and myself over it.</i></p> <p><i>...We drew up a plan of action for the next while: * Unpack topic * Brainstorm * Mindmap * Drafts, redrafts and discussion * Final write-up</i></p>	<p>Negotiation?</p> <p>Set goals/steps of process</p>
{Para 230}	<p><i>We discussed what she had done - I suggested that she outline the test (briefly) and then justify it's components in terms of why they were included in such a test - and discuss this. I saw the test - it wasn't an achievement test. When I questioned [S] on this, she admitted that when she had assessed it, she found that it did not measure achievement. She had already seen many loopholes - and we discussed how these insights (critical analysis!) could make for an interesting discussion in her essay.</i></p> <p><i>I suggested she work on a new draft based on our discussion - which she could bring in before handing it in on Thursday.</i></p> <p><i>...We then had quite a long conversation around teachers' setting of tests/assignments and what thought needs to go into this.</i></p>	<p>Discuss</p>
{Para 250}	<p><i>There is, however, more flow and fewer citations. She was still insecure about her references - she asked, 'Is it better to quote another before or after what I've said?'. We talked further about the balance of use of other authors - use them only when they are USEFUL to your work. She tends to attempt to include every related point from others - which serves to totally annihilate her own voice - or even the chance of the emergence of her own opinions.</i></p>	<p>Advises on style</p>

FSP:11: {Para 10}	<i>I advised her to avoid unnecessary verbiage and to divide up some of her sentences to make them easier to follow. The major issues, however, were referencing and distinguishing her own voice from those of her sources. She had cited references but not frequently enough, e.g. one saw sentences starting 'Another cause that has been suggested....' which did not make it clear who suggested this, as several references had preceded the statement. She had also written sentences beginning 'The researcher thinks...' within paragraphs reviewing the work of others; when I asked her who 'the researcher' was she explained that she meant herself. It was thus necessary to explain to her that she must be very explicit as to the source of each idea, so that statements were clearly attributed specifically to the author(s) concerned. I also advised her to distinguish her own opinions by expressing them in a separate paragraph, starting with some phrase like 'The present researcher thinks...'</i>	Advises on referencing,
{Para 177}	<i>...I urged her to seek help earlier another time</i>	Points out lack of clarity and importance of referencing,
{Para 459}	<i>In attempting to address all these serious problems, I gave her lengthy written feedback on how the thesis should be re-organised (i.e. what should go in which chapter) and how all her recommendations should be consolidated in the last chapter to make a stronger conclusion. At the consultation I went through all this with her, especially stressing what should be done about the concluding chapter. When I asked her why there was so much verbatim repetition of paragraphs from previous chapters in the final chapter, she replied that she had heard that this was all the examiners looked at and therefore she had felt it necessary to repeat what she considered to be the highlights of the thesis in this chapter. I told her in no uncertain terms that what the examiners were mainly interested in was the development of an argument throughout the thesis, with the conclusion as the culmination of this. (I hope that this misconception about the examiners has finally bitten the dust!) I explained that the conclusion to a thesis was not supposed to be merely a recapitulation of the main themes but a brief summary of the implications of the findings discussed in the body of the thesis.</i>	Urges timeous help seeking. Written feedback on organisation.
FSP:18: {Para 98}	<i>Talked about paragraph construction and making a cohesive argument and integration of her readings with her own views. She responded at the end of this with 'So, I just need to change my subheadings?'. I explained that more than a rehash is required here. Talked more.</i>	Helps prep for oral and rehearses Discuss integration of own views
{Para 110}	<i>Looks good! - there is a framework. She took me through her plan and explained what she'd include under each (of her own) subheading. ...Now to try draft with more flesh to it.</i>	Affirms, listens to ideas, encourages next step.
FSP:19: {Para 15}	<i>Plan outline of essay first. Use subheadings. Give your own opinions in your discussion. I gave her a copy of the Study Methods book, pointing out the useful sections. ...Showed her how to mind-map and drew up a plan for her essay in this way - based on what she told me about the topic. Told her about the elements of essay writing and the need to involve herself in her writing. She didn't know what Critical Analysis was. Also encouraged her to make use of subheadings. ...Plan of Action: I will read her marked essay - for discussion next time and she will draw up a mind-map of her following essay - also for discussion tomorrow.</i>	Plan of action, Resource, Explains note-taking technique, elements and task, Articulates next step
{Para 43}	<i>During the consultation, I took her through these issues. She is finding the readings ok. Says that structure is a problem for her. Uses a computer but is computer illiterate - doesn't know how to spellcheck (I explained). I also suggested she try to do a computer course through ADP/ITS. Explained techniques of referencing. Needs help summarising. Claims that language is a problem - 'I can't sound academic'. I explained how a thesaurus could be used. I gave her some guidance on note taking and writing - viz. 1 idea per paragraph, etc. Talked about her own involvement in the learning process and how this could make her learning more fun and productive and easier. Shouldn't be afraid of her own ideas.</i>	Explains responses to draft reading, Listens to and discusses S's experience and advises on help available to S
{Para 71}	<i>Her conclusion contained new ideas - some of which would make good starting points. This whole discussion was around Hogarth's Conversational Portraiture. She still has to discuss Single and Group Portraiture. I stopped her here - it was already getting too long. I questioned her on the relevance of some sections. I feel she doesn't need to go into great detail on the actual pictures. The focus of this assignment is on other peoples' readings of Hogarth's Portraiture, and not on the work itself. In talking to [S], it was obvious that she knows her work and that her writing does seem to depend on knowing who the audience is.</i>	Questions Prompts
{Para 143}	<i>...She confirmed that the next two sections were written in a similar way and so the same issues would occur. Draft is very awkwardly bound - suggest one staple. ...I don't want to be an editor - she must do some of the work. She is capable. She needs to pick out for herself what is relevant to the topic - I can't sift through it all for her - it took me 1 hour to go through 7 pages! I decided to point out difficulties in a couple of sections and leave her to do others. ...Other issues: I'm not sure she always understands her readings - this was confirmed for me when I asked her if she knew what was implied by 'a blue garter' and 'a blue apron' - which she'd written about. Body ends (p23) oddly - listing crowd scenes she hasn't discussed. (What point?) Conclusion needs some rewording/syntax editing. (- Strong drink wasn't a solution to escape and forget), otherwise it's ok. Bibliography needs consistency of layout. 'uncontrol' = 'lack of control'. 'craze' = 'crazy' During the consultation, I also gave her examples of thesis statements.</i>	Encourages independence, Draws boundaries, Prompts and clarifies
FSP:21: {Para 84}	<i>I suggested that we work together very closely - looking at her readings together, working on her note taking and drafting. I also suggested that she make use of support from her friends, her lecturers and a dictionary, and that she does not attempt to write about terms or issues that she doesn't understand.</i>	Encourages regular working together.

{Para 126}	<p><i>We unpacked the essay topic together - I had to explain terms to her - such as: 'prevail', 'invariably', 'hierarchical' and 'sociological'.</i></p> <p><i>...She asked me how to write the introduction. Although I don't like to start with one, I helped her to form an initial thesis statement - hopefully to give her a direction for her writing. After some discussion - with me probing her for her ideas, we came up with: It is very important that attempts are made to address the problems of differences between teachers and pupils in their perceived needs and goals.. We then discussed what she intended to write - her ideas seem fine.</i></p> <p><i>...I advised her to consult someone earlier over the topic and definitions of terms - and to try to manage her time better in the writing of her assignments.</i></p>	<p>Explains terms, unpacks topic,</p> <p>Prompts and models rewrite,</p> <p>Advises better time management.</p>
{Para 166}	<p><i>I had to unpack the topic for her. This required detailed explanations of what the terms 'comprehension', 'coherence' and 'cohesion' referred to and give her some examples. I also had to go through the passage given and explain what it meant.</i></p>	<p>Explains terms, unpacks topic, interprets.</p>
{Para 180}	<p><i>Don't copy other people's ideas. Browse in the TLRC. Comments:</i></p> <p><i>* Language: Syntax errors - needed rewording. Long sentences - sometimes running into 20 lines! I advised her to write shorter, simpler sentences, with one idea per sentence. We reworked some sections together, but I'm afraid she is going to have to self-edit or employ someone - I don't have that sort of time. Lots of concord errors, punctuation errors, tense inconsistencies and misused words.</i></p> <p><i>... * Introduction: She had followed my menu technically - in that she explained what she was going to do - but this was copied straight from the question and therefore the introduction had no impact. It needs a thesis statement.</i></p> <p><i>* Logic: I can't follow the discussion. (No comprehension!). She has a major in English from UWC. Cohesion is when we stick things together for example if you have two sentences in order to understand the second one the first one must have link to the Second one, for example Jane does not coming to school. She is sick.</i></p> <p><i>* Elaboration needed. Needs to define terms.</i></p> <p><i>... * Referencing: Done badly - I outlined the elements of this for her. She tends to misquote. Bibliography is fine!</i></p> <p><i>* Conclusion: None - ends abruptly.</i></p> <p><i>[S] needs a lot more time and help!</i></p>	<p>List of responses.</p> <p>Encourages independent editing and correcting</p> <p>Explains elements.</p> <p>Expresses concern.</p>
FSP:4: {Para 10}	<p><i>I spent quite a bit of time trying to help her make the synopsis more concise and to elicit from her an understanding of the significance of the experiment. Of course I was hampered in this by my own lack of understanding of the issues.</i></p> <p><i>...I worked quite carefully with the student on discourse and coherence issues, as well as pointing out several technical problems with the report. I could only advise her to rethink the experiment when she rewrote it, and to attempt to connect her discussion to the theory.</i></p>	<p>Models and rewrites with S,</p> <p>Points out and advises.</p>
{Para 20}	<p><i>Advised her on organisation of thesis and general approach, including time management Suggested method of presenting results graphically</i></p> <p><i>... Her immediate worry was that she had a plethora of data and had no idea how to present it in the thesis. We discussed this during the consultation and, as she explained her project to me, it became evident that she would have to put all the raw data into an Appendix and present only the observed trends in the main text. I suggested that bar diagrams might be the best choice for this purpose, and she welcomed this suggestion. She seemed to have a bad case of 'nerves' over her thesis, and therefore I spent much of the consultation time giving her advice on the general format and organisation of a thesis and the approach she should adopt in writing it, including time management. I gave her copies of our handouts on these topics, drawn from Alex Radloff's material.</i></p>	<p>Advises on approach and time management.</p> <p>Suggests presentation of results</p> <p>Advises on elements and general format.</p>
FSP:5: {Para 342}	<p><i>I explained the difference between descriptive and interpretative chapters.</i></p> <p><i>She asked me for suggestions on how she could present data from questionnaires and interviews. Also has a video - how could she use this? ... We spoke through this. I suggested she describe and then refer to happenings in video - to validate or complement her interpretations. - But there are other options here.</i></p> <p><i>...She asked how much she should quote from the interviews. And does she give her interview questions as subheadings? I felt this would make it rather monotonous. She also asked how she should report on Lickert-scale type answers.</i></p>	<p>Explains elements of thesis.</p> <p>Addresses S's concerns about presentation of findings.</p>
{Para 374}	<p><i>She asked again about presentation of data from 3 different methods (questionnaire, interviews and Observation) - I suggested she do this in 3 bits at the moment, then we'll talk about integrating.</i></p>	<p>Again -</p>
{Para 394}	<p><i>Give attention to labelling of tables.</i></p> <p><i>... I gave her some technological information (We need a code for this!)</i></p> <p><i>Advised her to check my suggestions with [sup].</i></p>	<p>Technological advice,</p> <p>Encourages liaison with supervisor,</p>
{Para 491}	<p><i>She asked me for some help on how she goes about labelling her questions and tables in Chapters 5 & 6.</i></p> <p><i>Stuff on definition of Bilingualism needs more chat - further than lists of what others have found wrong with definitions. Why don't you pick 1 you feel ok with and say why it works for you? (She liked this idea - said she tends to list them all because she wants to show that she has done lots of reading - but we talked through this).</i></p>	<p>Answers S's queries.</p> <p>Suggestions / questions for elaboration.</p> <p>Suggestions on dealing with an elusive supervisor.</p>

FSP:12: {Para 54}	I asked her about what she had thought of and what her main argument would be. She outlined her ideas for me - but hadn't managed to think of a focus point. ... I suggested one roughly - based on what she had told me - i.e. the State's provision for Occupation & Safety in the past was merely a written policy; It wasn't in effect carried out; not put into practice. I asked her about the implications of this on the new South Africa. She replied that there was a need to review the laws - which had already been done. I asked if she felt it had been effective. She responded in the affirmative - as there have been lots of changes, and she outlined them - from the national level to the workplace - in a fairly comprehensive discussion. We drew up an outline from this, which she seemed to find beneficial.	Prompts Outline together
{Para 134}	At the consultation the first bit of advice I gave her was to divide up the work in this way, to make it easier for the reader to follow and to facilitate cross-reference between sections. I gave her some suggestions on titles for section headings. During this lengthy consultation I focused first on cohesion and coherence, and especially on eliminating repetition. I had put a great deal of work into giving her feedback on these issues in the draft, and I went through all these proposed amendments with her, explaining the necessity for each. I then turned to her linguistic errors, in particular the question of syntax, which was very muddled in much of this draft. In fact, wherever this was not the case I suspected that the material had been copied verbatim (e.g. from the published recommendations of the Erasmus and Wiehahn Commissions on occupational health and safety, which were major sources for the section on legislation). I advised her against this, but felt that she was paying scant heed to this advice. So I confined my attention to the sentences and paragraphs that were difficult to follow owing to poor syntax, and helped her to clarify these sections and also to achieve some much-needed condensation.	Advises on organisation, Points out repetition, Written feedback – explaining suggested amendments, Advises against plagiarism.
{Para 322}	During the consultation we discussed at length what should be included in this section, in the light of what she had written in the literature review about the provisions of the Occupational Health and Safety Act and the new Labour Relations Act and their deficiencies in this regard. Also, despite my previous advice, she still had not revisited her original research hypotheses and discussed the extent to which they had been validated by the results of this project. I stressed the necessity to do this and, as it was evident that she did not know how to approach drawing conclusions in this way, we looked together at each of the hypotheses in turn and considered how the relevant results could be applied in testing that hypothesis. At the end of this long session she did have a clear idea on how she could round off her argument in this manner.	Discuss content and conclusion
{Para 987}	There were different themes discernible, but the points related to these were scattered throughout the chapter and often recurred several times. This was a pity, as she had developed some interesting lines of argument but it was difficult to follow these through all the verbiage and constant repetition. I decided that the best way to help her was to list the main themes that I saw emerging and try to persuade her to group all the points relating to each together in a section dealing with that particular aspect, and nowhere else. I drew up this list before the consultation and most of the consultation time was spent indicating to her where the various points should be grouped.	Helps with organisation.
FSP:14: {Para 54}	We discussed the following, at her request: ... * The title of the proposal and how to phrase the topic. * The problems she is experiencing with sources of information. There is very little literature available on Abandonment. It usually falls, in a very small section, under 'Neglect'. I tried to turn this into something positive - it must then be an original topic for research and there is no doubt that such an investigation could be useful. I suggested she still use her readings on neglect and create her own emphasis on abandonment. I also suggested local organisations that may be able to provide further information and to suggest readings, such as the parent centre, planned parenthood association and NICRO. She was grateful for these suggestions which she hadn't thought of before. She works at Child Welfare - which is why she is concerned with the topic, and intends to use their records for her research, however, she says that their library is very thin. * Her actual research proposal - she wasn't quite sure how to organise this - we brainstormed together. She said she wants to look at three main aspects - the personal characteristics, situations and family backgrounds of the abandoning mothers. I felt that these could all fall into one section - which may be hard to get information for, as records available would surely be on the abandoned children rather than the mothers who had abandoned them. We talked about other issues she could investigate - such as the sheltering families and the abandoned children themselves. I suggested she try and think of possible programs for community education and preventative strategies as well as for improving sheltering/caring facilities presently available. ...Her introduction - what it should consist of. * What she include under the heading Reasons for importance of this problem - I suggested she refer to her reasons for considering this problem, however, she indicated that the lecturer was wanting a discussion here on what the research could offer - e.g. guidelines for preventative counselling. * The limitations of the study - we discussed what they may be and acknowledged that further limitations may be clear later. * We also talked about a discussion around teenage pregnancies and personal and environmental factors to consider here. * We talked further about a literature review - what it means - and the necessity for a discussion on how previous research relates to her own, as well as a consideration of what extra her research could give. * We also talked further about a focus for her research - identifying causal factors in order to adapt the service delivery of organisations such as Child Welfare - i.e. counselling, administration and preventative education.	Addresses S's queries. Discuss issues.

⁶⁵⁸ We worked together on shaping the introduction {MSP:1: Para 29}. Conclusion to intro is also good - restructured a bit - talked about its usefulness to thesis as a whole - links and focus {Para 57}.

At the consultation I pointed out these errors to him, showed him how the overlong sentences could be broken down for greater clarity and suggested more apposite words for those he had used in the wrong sense {MSP:7: Para 45}.

This section, however is fraught with verbose, unclear language, and grammatical errors that could have been eliminated with proof-reading. We did a page by page breakdown, on where he would have to do improvements {MSP:10: Para 24}.

Flow: Generally lacking. However, in one section, his discussion flowed nicely - due to good organisation and linking of ideas. We discussed why this worked. The general topic of defence was not discussed at all in his essay - he merely went into a series of small explanations of various aspects of defence {MSP:12: Para 11}.

We worked through it in detail - I often asked questions as to the reasons why he was asking certain questions and what he would do with the

specific pieces of information. I alerted him to the fact that some of his questions required very subjective answers - the use of the information of which may be questionable. We looked at ways of rewording - for purposes of clarity. We reorganised and took out repetitive items. I felt some of these may be better as interview questions - where interviewees could be probed if necessary, rather than as questionnaire items. I asked him to restate his research hypothesis - looking at school improvement in terms of effectiveness, efficiency and production. I suggested that he review this questionnaire again soon, bearing in mind his reformed hypothesis {MSP:16: Para 42}.

⁶⁵⁹ He came with a whole lot of queries for me - mainly grammatical - we went through them {MSP:6: Para 123}.

⁶⁶⁰ he departed from formal academic register and adopted a more 'chatty', colloquial style. At the consultation I pointed out to him where these lapses were such as to be unacceptable and tried to explain that, while it was good to write in a way that would maintain the reader's interest he should not sink to a 'popular science journal' level. Apart from this there were only grammatical errors to be addressed {MSP:5: Para 55}. During the consultation I first ascertained which of the 'computer jargon' terms were generally accepted in the field. Some were not - they seemed to have originated at the Old Mutual, where he is employed as a systems analyst - and I therefore advised him to regard his audience as being academics not familiar with the terms and either to omit them or, if he must use them, define them. The same applied to acronyms and abbreviations. Still on the register issue, I further advised him not to use colloquial expressions in an academic essay. He saw the point, but admitted that in some cases he had not been able to express his ideas in more formal language. This was, therefore, partly a vocabulary problem. I suggested more appropriate terms, which he adopted with great enthusiasm. He was also grateful for my advice on his grammatical shortcomings; he is obviously keen to improve as a writer. The rest of the consultation time was devoted to helping him to re-organise his points in those cases where cohesion was poor {MSP:3: Para 11}.

The only major issue that had to be discussed at the consultation was lapse of register in some parts of the essay - this happened especially where he gave recommendations in point form, which turned into a 'recipe' format, with a series of short, sharp commands. I explained that to preserve the academic register of the rest of the essay each recommendation should be written as a full sentence in the form '...should be done' rather than 'do this' {MSP:9: Para 84}.

⁶⁶¹ At the consultation, which was a lengthy one, he was much more friendly and outgoing than he had been previously; I was pleased that I seemed to have won his confidence. I gave him extensive written feedback to help him with his syntactical problems {MSP:7: Para 61}. I had to give him very extensive written feedback on his linguistic errors and felt a bit depressed about this, as he did not seem to be progressing in this respect. I just hoped that he would assimilate some of my advice on language if and when his candidature for the Master's degree was finally approved and he had more time to think about language when he was writing {Para 131}. He also seemed unsure of referencing conventions, e.g. he had given the complete reference in the text in many cases, instead of just the author(s) and the date. Thus much of the consultation time was devoted to this aspect. There were syntactical errors in some of the rewritten material, but these seemed less numerous than before and I hoped that this meant that he was finally assimilating my advice (see my *cri de coeur* in the previous record). I dealt with these by written feedback {Para 153}. I found little to criticise except for some lapses in referencing conventions and some syntactical errors, though even the latter were fewer than usual {Para 449}. Warned him against plagiarism and careless referencing Helped him to clarify some sentences by improving syntax {Para 576}.

⁶⁶² I did go through the Radloff tips for thesis writing - but had to recognise that this sort of thesis would be different - as it would involve film work and other practical forms of presentation. I.E. Not all a written thesis! I established that the video would count 30%, theory (2 presentations) 30% and thesis 30%. (other 10 %???). I talked about proposal writing - using lots of arty metaphors. Definitely I think we should work with the organisation first and worry about the language later - explained why to him. I noted he talks very easily (is Shona speaking) and raised the idea of the tape-recording method {MSP:1} - explains elements, but realises limitations. Tries to relate to S's field. Explains approach she wants to take - suggests tape-recording as appropriate possibility.

⁶⁶³ Showed him how to do footnotes on the computer and how to do a bibliography {MSP:1: Para 70}.

⁶⁶⁴ MSP:4: Helps and advises, gives resources, alerts, points out, guides, rewrites together. he departed from formal academic register and adopted a more 'chatty', colloquial style. At the consultation I pointed out to him where these lapses were such as to be unacceptable and tried to explain that, while it was good to write in a way that would maintain the reader's interest he should not sink to a 'popular science journal' level. Apart from this there were only grammatical errors to be addressed {MSP:5: Para 55}. Models, explains elements and reasons thereof, advises - all on similar issues as in first consultation: Again I had to help him to produce a satisfactory conclusion to the essay, showing him what inferences could be drawn from his argument, particularly with regard to the validity of a statement that he had quoted at the start of the essay but had not revisited. I also explained that the necessity to acknowledge sources applied to tables and illustrations as much as to the ideas used in the main text. The placing of these tables was another issue: he had put them in an Appendix, but the data thus presented was germane to the argument and therefore I felt that they would contribute to the discussion far more effectively if placed at the appropriate parts of the text. I advised him to move them, so that they would be better integrated into the discussion {Para 48}. Helps reword, {Para 72}, explains concepts, points out weaknesses and explains structure of research report. {Para 87}. Much of the consultation time was devoted to explaining some of the research concepts in the paper (I was right - he had not really understood it) and then helping him to amend his analysis accordingly. I then gave him some guidance in the structure of a research report, with a view to helping him to improve the organisation in part 2 {Para 99}. Finally I pointed out to him the weaknesses in his argument and conclusion in his mini-research project. As his sample consisted of only one teacher of each gender, it was obviously impossible to generalise about any gender differences in perceptions of scholars' mathematical ability, as he had tried to do. I advised him to state this as a limitation of the project and then to discuss how he would improve the reliability and validity of the results if this were a real research project {Para 99}. Helps improve syntax (clarifies), reminds, points out omissions. However, there were still some sentences that were difficult to follow, especially in his discussion of the findings in the research paper that was reviewed, and I was not sure whether or not this indicated lingering conceptual difficulty. I was quite relieved when questioning during the consultation showed that he did, in fact, understand these sections of the paper; he was just experiencing difficulty in expressing the ideas. Once I was satisfied that the problem was syntactical rather than conceptual, I was able to help him to rewrite the sentences concerned so that they expressed the meaning intended. On rereading the guidelines for the assignment I found that he had omitted one requirement: it was necessary to submit a transcript of parts of his interviews with the 2 teachers to illustrate any difficulties he had reported experiencing in his interviewing technique.. I pointed out this omission to him and on the following Monday he came in briefly with such a transcript, which seemed to fulfil the purpose of exemplifying the admitted weaknesses in his interviewing {Para 117}. Suggests better words, gives ideas: The only flaws in this draft were some syntactical errors (minor in this case) and some misuse of words; again he had been rather over-ambitious in attempting to employ grand-sounding words that he did not really understand and I had to suggest more apposite words to substitute for these. ...I gave him some ideas on how to approach the formulation of research questions and hypotheses and advised him to read some theses in the educational field to get a general impression of what was required {Para 145}. Points out weaknesses in argument, rewords. {Para 163}. Questions, clarifies, rewords, advises, models; At the consultation I had to ask some probing questions in order to establish what he thought to be the crux of the argument and then help him to develop this line of thought more logically and clearly in his writing. Clarity was also quite seriously affected by widespread misuse of words (e.g. 'imbued' when he meant 'enhanced', 'proclivity' when he meant 'trend') and syntactical errors, which were worse than usual. I felt that the deterioration in these respects was probably due mainly to his wanting to 'try his wings' as his general command of English increased and counselled him (again) not to be over-ambitious with regard to his vocabulary and the complexity of his sentences. Much of the consultation time was spent modelling for him how the same ideas could be expressed more clearly by the use of simpler and more apposite words and shorter

sentences {Para 171}. Clarifies and rewords. Syntax had improved too, but there were still sections of the report that were difficult to follow owing to syntactical errors. Thus, most of my written feedback and the assistance I gave him during the consultation was concerned with the clarification of these sections {Para 196}.

MSP:8: Focuses on and explains syntax – clarify and remodels: *As the chapter was well organised and the results logically presented and discussed, all I could do during the consultation was to focus on his syntactical errors, explaining that attention to such details would make a good thesis an excellent one. Wherever the meaning of a sentence was not quite clear, or was ambiguous, I asked him to explain what he had been trying to express and together we remodelled the sentence to express this thought clearly* {Para 10}. Explains issues of audience and defining terms for them, *The main question in my mind was to what extent the terms he had used in the petrographic classification of the minerals required definition. At the consultation I asked him whether these terms were commonly used in geochemistry; he replied that most of them were. I then asked him whether he had been told to write for his supervisor only or for a wider audience. He was not sure about this, and I therefore advised him to consult his supervisor on the question of audience and how far to go with definitions. I suggested that he consider including a glossary in an appendix. Other than this, there were only a few minor errors in syntax, which made some of his sentences a little ambiguous. As before, I helped him to rewrite these for greater clarity* {Para 22}. Again, reminds to define terms, {Para 33}, and discusses clarity, *I helped a bit with restructuring/rewording of sentences - because the meaning wasn't always clear. ...I found there was a lack of clarity - often due to over-long sentences - and extra bits of information tacked on. I asked a few questions in order to clarify for myself - but I wasn't sure what was appropriate to include and what not in this scientific discourse* {Para 38}. layout and referencing as well as minor grammatical issues. {Para 39, 49, 61}. Notes improvement in introduction and points out need to explain figures to reader: *I suggested that, to make this clear to the reader from the outset, he should add a section to the introduction outlining the organisation of the thesis and the reasons for it. In any case this was essential; I now saw that the introduction in fact lacked a thesis statement, which omission I had not picked up when I read the first draft of that chapter (see previous record). ...The results of his comparison of the various geothermobarometric systems were presented graphically in a series of figures. These were all well integrated into the text but the figures themselves needed some elucidation, as there were no captions, just numbers, and no legends to show the significance of points designated in various ways. He would possibly have picked this up himself in preparing the final draft but I thought it helpful to point out these omissions at this stage* {Para 63}. Points out needs – now minor – again. *As before, I found little to criticise, except for some minor syntactical errors and slight slips in the graphical presentation of the results. This time he had clearly designated the different types of point in legends to the Figures and there were explicit captions. The errors were just careless aberrations: e.g. he had interchanged the labelling of diamond and graphite fields in 2 phase diagrams and had omitted an important word in one caption* {Para 74}. Then deals with flow of report, however, a new problem arose in the section on the mass spectrometric methods: in introducing the principles of MS he had included paragraphs in which he had explained what electrons, protons and neutrons were and had defined the terms 'atomic number', 'atomic mass' and 'isotope'. I felt that this suddenly dropped the register to that of a school textbook, and told him that he could surely assume that his reader would know this elementary chemistry. He said that he had thought that he had to define everything; so this was clearly a problem of audience definition {Para 88}. Pointed out where further elaboration was necessary and slight error in table. *...I found that there were some points in the introduction to this chapter, where he explained certain aspects of the presentation of the data, and also in the discussion of the results of the analyses, that required further elaboration. When I questioned him at the consultation it was obvious that he understood what he was writing about; he was just too close to the work, having only just completed it, to be able to make these points intelligible to others. I was able to help him to express these points more clearly by slight expansion on what he had written in the draft. I found one discrepancy in one of the tables between data as listed and what had been mentioned in the text; otherwise all was well as far as presentation of the results went. Linguistically the chapter was satisfactory except for the usual very minor syntactical errors* {Para 100}. Indicated where some further detail was required *...My one comment was on the series of colour plates he had included to illustrate details of the samples. It was evident from the colours that a polarising microscope had been used to examine these samples, but this was not stated anywhere in the captions to the illustrations. I advised him to include this detail* {Para 111}.

⁶⁶⁵ *I encouraged her to come in throughout the process. Is going to hand in proposal, then draw up a plan for her thesis and make a start on a questionnaire design and her literature review and will then reconsult* {FFP:5: Para 89}. I read through them and thought of ideas for prompting her for ideas. *...I spoke to her about my concerns and suggested that rather than looking to me for answers, she come to me with ideas of her own which we can discuss. I also spoke to her about her series of no shows/cancellations. She needs to build up confidence and working like this is doing nothing for that* {Para 215}.

⁶⁶⁶ *We discussed a number of general issues that came to light; [S] has moments where she brackets information e.g. 'efficient market'. My assumption was that it was either a rather peculiar referencing format, or a contentious issue. Her response was that it should be a point of clarification and that it should also be footnoted. She also has the habit of using uppercasing loosely, which I pointed out. Certain sections needed to be re-worded in a more academically tight manner. Articles and preposition usage also needed to be addressed. I explained that the incorrect preposition could at times change the intended meaning of a sentence. Elena also seemed concerned about whether she was following the correct format for the article, and I suggested that she consult previous editions of the journal for writing style, and referencing conventions* {FFP:1: Para 11}.

The main problem in this draft was that some points were not sufficiently elaborated, in my opinion. When I raised this during the consultation she said that this was not necessary, as they were 'well-known facts'. Thus I realised that here again we had the perennial problem of definition of audience for an academic essay....I advised her to write, not with only her lecturer in mind, but also for intelligent readers, with an academic background, who might not be conversant with the particular field {FFP:2: Para 37}.

Argument is lacking. Try for topic sentences - may help the flow. During the consultation I asked her to do this for me and we spoke about ways of improving it. At the moment her topic sentences go: (1) Importance of Wetlands, (2) Functions of Wetlands/Abuse, (3) Why they should be given an independent law, (4) Examining existing wetland policy (waiting for draft bill from home [Uganda] - if it doesn't come, she'll propose a bill herself) {FFP:5: Para 24}. I suggested she include some background and a section on the needs of the Wetlands (- in terms of a policy). A possible title could be: *Wetland Legislation in Uganda: A possible strategy towards Wetland Conservation. We mind-mapped together and have now organised for: (1) Importance and functions of the Wetlands, (2) Abuse/Misuse of them, (3) Needs, (4) Solutions - independent and proposed bill* {Para 24}.

⁶⁶⁷ *We had a very long discussion about the nature of the supervisory relationship, and how far it could reasonably be taken. [S's] work itself reads very blandly, and I don't quite know how to help her pep it up. The content itself, on costing electricity for Eskom, is rather boring reading matter* {FFP:1: Para 45}.

We had an interesting discussion during the consultation - she enjoyed Mark's paper - wants to use it. I gave her the Study Methods book for use in her discussion on types of requirements {FFP:4: Para 71}.

⁶⁶⁸ *From the purely linguistic point of view another problem was her syntax, which was worse than ever. Some of her sentences were completely incomprehensible and I had to question her during the consultation to determine what she had intended to convey before I could attempt to help her to clarify such sentences* {FFP:2: Para 63}. I found only 3 sentences which were not entirely clear owing to poor syntax or the use of words in the wrong sense, and the problems were easily rectified once I had established what she wished to convey {Para 79}.

⁶⁶⁹ *Correct errors of grammar. Consult supervisor about ordering ideas and data. ...Suggested that one chapter be divided into two. Too long. Discussed how this would be done* {FFP:1: Para 65}. *Speak with supervisor about content issue ...Some parts read inconsistently. Difficulties with coming to terms with information and needs his input* {Para 75}.

She is totally mixed up with presentation of results - I made some suggestions but she needs to talk to her supervisor about them. I explained about quoting authors' words. Asked her to bring me her methods and justifications for her questions in her questionnaire {FFP:5: Para 103}.

⁶⁷⁰ **MFP:1:** Method of working together (to approach language learning). Manual and Info on essay writing given {Para 10}. S needs to go through draft with C {Para 23}. Topic sentences – for structure, Points out lack of clarity, – generalisations – need for elaboration, definitions, examples, consistency of style, link and flow, references, need to check spelling of names and to check facts {Para 27}. Go through together. Clarifies task requirements and conventions, Technological info, Resource info, Clarifies factual content, {Para 36}. Clarifies terms. Needs clarity – student gives examples, Articulation conventions, Suggestions for restructuring, Clarifies facts, Edits {Para 58}. C points out needs – expression, punctuation, Restructuring {Para 74}. Language and articulation, Sentence structure, Sexist language, Need for elaboration, Explains referencing conventions And language corrections, {Para 89}. Suggestions for focus priorities in consultations {Para 97}. Points out what S needs to attend to – punctuation, expression, spelling, repetition {Para 127}. Language issues, Structure of argument etc... C seems to explain why these issues are problematic – so that S can pick them out for himself and improve, C clarifies with S {Para 146}. Work pattern continues. Some are simply only visible to C and thus she corrects them – S unlikely to pick them out, *Still problems with word-order, word choice, (uses words that he thinks sound like the right words - but aren't - e.g. 'percolated', 'remedial') punctuation and tense consistency* {Para 178}.

MFP:2: C is raising areas that could be improved upon, explains corrections to S, establish working method. *English expression!!! Hours of work here! Introduction: Don't need different type of page numbering. Weird headings - e.g. 'Set of the problem', 'Goal of the thesis', 'Course of the study'. Introductory section is worst. First chapter reads more easily. Some legal terms I don't understand. During consultation I went over all my corrections with him. To meet twice next week* {Para 13}. Points out issues And explains where necessary. Explains response as reader, Advises, clarifies. {Para 31}. NB: reports consist of lists of issues – these are reminders to C to raise and explain issues with S. Sometimes S will need to give/find the answers to C's concerns. *Not always sure if stuff is quoted. How does one reference legal cases? Are initials important? - e.g. '...was pointed out by Blackburn, I. in Randall v Newson...'.* *Don't need initials in references* {Para 76}. Go through together – C explaining through modelling examples for S And then S left to find and do others. C notes improvement – encourages S, continually reminding and explaining if still needed to S and also further suggestions if necessary. *Repetition of words with similar meanings. e.g. '...the contents or reason of a contractual relationship...'.* *'...other sections outline substantial and important differences.'* *Some word reordering suggested. Still some long sentences* {Para 96}.

MFP:3: C notes language difficulties in prelim reading, As well as other – possibly more pressing needs to be attended to. Responds as reader. Various issues to be dealt with. Needs to explain purpose and consequent picture of lit review, And tips for how to regard reader in writing and writing itself – gives helpful metaphors, *A literature review needs to be detailed - not skimpy (like an exec. summary). It is a conversation on available literature. Tell the reader what you're doing. Where are you taking the reader? (Bear them in mind). No line of argument - no sense of map/plan for journey* {Para 22}. Explains problems in draft and gives tools for how to address – in other words, information on elements/conventions and examples of what to include, role as reader, again – metaphors; *Methodology - huge need for organisation - of sections and within paragraphs. I went through the elements with him and discussed what he should be including here. Actual methods - e.g. one of 'fractionation' - are like recipes - but don't need instructions like 'Obtain.... from...'.* *Need for introduction and conclusion to sections. I get lost as a reader - difficult to follow. Needs L&F, justification, organisation. ...I showed him how to mind-map. Talked about skeleton and flesh - appropriate for a medic, I guess* {Para 33}. Report is a list of issues dealt with (these reports by this C were often written in advance as notes on draft reading and added to after consult); *Lots of elaboration needed. Organisation of ideas for better flow (- flow is breathy). Language editing needed. Keep tenses consistent (present). Layout needs attention. Some headings are unnecessary. Don't have one-sentence paragraphs* {Para 57}. Explains what is needed and how to do and sometimes why and clears up confusion in S; *Needs introduction - explain to reader what line of argument/relevance/interest of this section will be. References are unclear. Must integrate within your story-line (you comment on them, link/contrast them). In a literature review, you are relating other research in the area - in order to raise questions for your research. Conclusion needed. (- still incomplete - wants to finish). During the consultation I tried to distinguish between a conclusion and a summary* {Para 67}. Suggestions for better C to work with. {Para 74}. Airing ideas for new ways of approaching task. C notes issues she has as reader out of the field but aware of need to check up on field specific issues/conventions – and does where possible. {Para 87}. Again – role of reader but is not in field – alert to limitations of role and support. S must check up with experts. *LOOKS ok - to my uninformed eye - occasional elaboration may be necessary. SC should have done this one! Articles left out. Some looks like its better suited to Literature Review rather than discussion (of own results) section. Has supervisor seen this?* {Para 97}. Encouragement. {ibid.}. Clarifies meaning/advice. Networks for better input for S. {Para 105}. Models and alerts Attention. {Para 115}. C prepares for consultation input. Gives menu/method to S, *I drew up a plan for the more logical organisation of the discussion chapter and went through this with him at the consultation. I urged him to adopt a system of numbered sections and subsections, distinguished by different levels of heading, in order to facilitate both organisation and cross-referencing, and made some recommendations in this respect. He had not even done this, which is the only way to organise a thesis* {Para 120}. Helps, models, advises on conventions. {Para 129}. Gives answer as to where to insert latest section draft. {Para 130}.

MFP:4: Alerts attention to errors. Refers to helpful resource manual. I concluded that, although he needed instruction in the finer points of English grammar, he was coping well with academic discourse at a high level. I therefore felt justified in focusing on the 'surface errors' in this case, as I felt that it was most unfortunate that he was losing marks for this reason when his handling of the essay topic was so good otherwise. I helped him to correct these errors in this draft, and referred him to Collins Cobuild English Usage as a general guide, and specifically to those sections dealing with his main problems. He decided to purchase this book {Para 10}. Clarifies understanding, *Explained the difference between 'Figure' and 'Table' and helped him with references in text to material presented in tabular and graphic form. ...I explained the difference and helped him to write sentences referring the reader to the relevant Figure or Table as the various points for discussion emerged* {Para 23}. Helps to edit, Loaned out materials, Justifies needs and Helps compose footnotes & captions, *However, the captions were not sufficiently explicit and he had not defined certain terms and symbols that were obviously so well known to him that he did not consider this necessary. I explained that it was essential to define all terms to make his tables and figures comprehensible to the reader; he decided to add explanatory footnotes, which seemed the best way of doing this without interrupting the flow of the essay. I helped him to construct these footnotes, and to make the captions to figures and tables more explicit* {Para 34}. Helps to correct/edit, Shows by example? Models, *I therefore continued to correct each error as it arose, in the hope that he would derive some benefit from this when he had the opportunity to study my feedback and the book at leisure* {Para 46}, Prompts, *Once again I asked him to explain the terms and symbols not defined and helped him to formulate these definitions in captions and footnotes to equations, tables and graphs, so that these became more explicit* {ibid.}. Alerts to needs, Suggestions for solving / decision making? {ibid.}. Aids in editing. *Another problem in this essay, not noted in the previous ones, was several instances of words being used in the wrong sense; this may have been an indication of growing confidence tempting him to reach beyond his vocabulary limitations to express his points more fully* {Para 59}. Edit together, Compose together, Prompts for clarification and improved articulation. {Para 59}. Advise on elements of thesis writing, Discuss general organisation. {Para 71}. Alerts, encourages – attempting to address despondency. *I noticed that he was becoming despondent and tried to encourage him by emphasizing that the task was now more complex and he must expect his writing to regress at first* {Para 83}. Continues pattern of consultation support. *Thus this consultation was largely an extension of the previous one, with the same errors of*

grammar and vocabulary being addressed. I drew his attention to his inconsistency in the format used to cite references and advised him to choose one system (that preferred by his Department) and to use this throughout the thesis (Para 94). Discusses and informs, Clears up misunderstandings. Grammar lesson: His grammar had improved in that errors of tense and concord were not so plentiful, but he still had a problem in knowing when to use the definite and when the indefinite article (or no article at all). I went through the rules on articles with him once again, and corrected his errors (Para 106).

ENDNOTES FOR SECTION 7.11: NETWORKING

⁶⁷¹ One of the essay topics was vague, and I suggested that she speak to the lecturer about the kind of scope he envisaged for the essay topic (FFU:5: Para 9).

⁶⁷² What is included in a synopsis. Can he include a graph? (Supervisor said no, PCU said yes, I said 'Please your supervisor') (MSU:22: Para 64).

⁶⁷³ They were experiencing difficulty in analysing the data. It seemed that they had been given no training for this - a serious omission from the curriculum, in my opinion. I gave them some advice, but suggested that they try to consult [L], the new Head of ...Department who according to [sup], was giving the part-time Honours class a great deal of help in acquiring research skills, including the presentation and analysis of data.. They were grateful for this suggestion and said that they would try to see him immediately (FHP:9: Para 182).

I was horrified that this kind of negligence on the part of the supervisor had happened, and mentioned the possibility to her of speaking to the Director of the School, or to the Dean. ...I think it is crucial that the Writing Centre be empowered to take some kind of action when we find out about such gross negligence on the part of academics (FHP:15: Para 76).

⁶⁷⁴ I also suggested recommendations that might be made in attempts to overcome the problems by ergonomic means, but urged her to discuss this aspect with her supervisor, as it was not a field with which I was really familiar. She said that she had an appointment with her supervisor the next day, and would try to discuss the recommendations in detail with him (FSP:4: Para 51).

I suggested we plan the next assignment together. She said she'd like my help - but doesn't have the topics. Shortly she'll be doing a research project - wants to study smoking in school kids. - She asked for help with the content - I said she needed to contact her supervisor for this, and that she could use me for help with her writing (FSP:18: Para 43).

⁶⁷⁵ Seeing supervisor for the first time on Tuesday. He wants to see first few chapters. Will discuss use of Writing Centre with supervisor and get back to me (FFP:3: Para 110). Supervisor pleased she's consulting the Writing Centre (Para 148). Supervisor MUST look at this chapter (Para 187).

Speak with supervisor about content issues (FFP:1: Para 75).

⁶⁷⁶ I therefore brought out the trusty ADP Study Methods booklet and drew her attention to the relevant section. I offered her a copy, but she said that she had already been given one (I learnt later that she was an EAP student) but had not read it (FSU:18: Para 30).

⁶⁷⁷ I spoke to [S] - he feels, rightly, that she should get her mind clear of July exams first. I feel she needs a bit of time for process to get new patterns turned into habits, and to build up confidence. So settled on end Sept provisionally. Has normal exams in October. We'll confirm mid-Sept - see how process going (FSU:2: Para 79).

[L] phoned me about this student; she was concerned because she did not seem to understand the feedback given, and thought it might help if I looked at the essay, explained the feedback to the student and gave comments of my own. ...I was glad that [L] had referred this student to me, as I thought that her writing had potential, which she might realise with appropriate advice and assistance (FSU:9: Para 13).

This student's conceptual problems will obviously militate against her succeeding at university. I was very upset because I had not been able to help her, and wondered whether I should refer the matter to the course convenor. However, the consensus of opinion among the Writing Centre staff was that this should not be done without the permission of the student. The consultant should certainly suggest this course of action to her should she return to the Writing Centre (FSU:12: Para 14).

⁶⁷⁸ [S] is a mature student, one of the class working for the B.Comm. (Hons.) in Information Systems on a part-time basis, under the direction of [sup], who has strongly recommended the Writing Centre to them as a resource for guidance in writing the major essays required of them. During the second semester these essays are to be on topics in the field of information systems in management; students are required to select their own topics, but they have all submitted outlines to Tony, who has given feedback. Copies of these have been sent to the Writing Centre for our information. I read her outline prior to this first consultation. Her topic was choosing software for management applications, especially for decision-making. [sup] had approved this proposal, as he thought that the scope was sufficiently focused (FHP:2: Para 12).

⁶⁷⁹ [S] is nervous about showing it to her supervisor as well as me because she doesn't want to get confused. We spoke about this and I urged her to show all to her supervisor throughout. She says she has been reporting on what we're doing and this has been fine (FSP:3: Para 150).

She told me that she was now working on a chapter on the principles of translation, her supervisor having fully endorsed my suggestion in this regard (FSP:7: Para 130).

but at the end of the consultation felt very disturbed about her obvious conceptual difficulties with the theory, which I could identify but not remedy. I therefore sent a message to [sup], alerting him to her poor understanding of the basic theory of potentiometry and asking him to guide her to a helpful source of information. I asked him not to let her know that I had contacted him, as I thought that at this stage this might cause her to lose confidence in me. However, I had the strong feeling that this was a prime case for some 3-way consultations involving both [sup], as supervisor, and myself, as a writing consultant with some knowledge of the discipline, meeting together with the student, and I made this suggestion in my e-mail message. [sup] responded most enthusiastically: he had been aware of some 'inconsistencies' in her theoretical presentation but had not realised that there were gaps in her understanding. He promised to help her with this, and expressed strong approval of the idea of joint consultations. As I write this report I am awaiting further developments on this proposed collaboration, which should prove to be a most interesting experience and (I hope) very beneficial to the student (FSP:8: Para 72). I made a new appointment for 3pm on Wednesday 26 March, and suggested to her that we make this a 3-way consultation, as this would save time and she would get input from both [sup] and myself, which could be discussed by the 3 of us. She agreed to this with enthusiasm ([sup] might have already prepared the ground here) and I contacted [sup] in her presence to see whether the new time set for this triangular consultation would still suit him. Fortunately he found that he could still make it, and so it was arranged (Para 119).

She has seen [sup] twice since our consultation yesterday. He feels fine about what we're doing, saw her questions and discussed them with her - and gave suggestions for a couple more. ...She's not yet seen examples of any tests but [sup] has given her some copies - I suggested she look at the type of questions asked, examples given, interest areas, etc and consider their biases (FSP:9: Para 149).

⁶⁸⁰ According to our original plan for collaboration I should have reported to [sup] and [L] at this stage, but he was so anxious that the Department should see improvement in his writing that he begged for the chance to produce a revised draft before they saw the proposal. I agreed to this and therefore it was arranged that he would consult me again, on his second draft, before we met with [sup] and [L] (MSP:7: Para 85).

We are going to discuss this further once I have read his proposal and he has seen [sup] again. He mentioned that he was very concerned about [sup] hearing that he has consulted us because she may feel he has no confidence in her - I assured him of the confidentiality of these consultations (MSP:16: Para 11).

⁶⁸¹ I consulted with A consultant about [S] as I felt that I could not go on giving her such intense, time-consuming help when she wasn't showing any improvement. A consultant told me that such students can become a drain and suggested I refer her for specialised English tuition {FFU:6: Para 45}.

⁶⁸² We discussed the progress of his research by questionnaire; he was becoming really despondent about the slow response. I gave him the names of some schoolteachers I knew who were interested in computers and might be useful contacts. I also suggested that he try to obtain current position papers on outcomes-based education and training and gave him copies of some of the literature on the objectives of OBET that I had received at the SAALA conference, since it seemed to me that Internet-based learning would serve these objectives very well {MHP:4: Para 171}.

⁶⁸³ He was very interested in improving his skills in English communication and asked me for sources of information. I suggested certain books and told him about the courses available at the City Language Centre. He intends to follow up this information, and also to consult the Writing Centre again next year {MSP:17: Para 39}. I advised him to go to an A.A. meeting - also told him about SANCA {Para 86}.

⁶⁸⁴ She planned to return with a draft; I encouraged her once again to consult someone else who might be able to interpret the poem better than I could. This was one case where her habit of picking all the consultant's brains seemed a good idea {FFU:4: Para 401}.

⁶⁸⁵ Cathy had advised this student the day before, but asked me to scrutinise his draft, owing to the many problems noted in that consultation {MSU:18: Para 38}.

⁶⁸⁶ I explained that I felt I had reached my limits in terms of being able to help him and that I felt that Shirley would be a much better person to consult with. Introduced them and she is to take over {MFP:3: Para 106}.

⁶⁸⁷ I suggested that she do a CD-Rom search, and that if she found anything of use, I would call somebody I knew in SWK at UWC, to ask them if they could keep it for [S] {FSU:4: Para 126}.

⁶⁸⁸ I also suggested sources of information (beyond that in the prescribed readings), as students were required to find additional references. I told him about the famous group at Wits University (Dart, Tobias et al.) and suggested he look for their books on the subject {MSU:2 Para 14}. I suggested he ask friends, Boris, the department. He said he didn't know their number {MSU:23: Para 58}.

⁶⁸⁹ She wondered where she could obtain information about what facilities were available in the Cape Town area for the care of HIV/AIDS patients and I suggested that she contact St Luke's Hospice, in particular the chief social worker [X]. She was pleased to have this information as, being so new to Cape Town, she had felt very much as if she was floundering in the dark {FHP:12: Para 12}. I told her about the USHEPIA programme, for which she was eligible as a Kenyan, and lent her my copy of Martin West's plenary lecture on the programme, given at the recent Postgraduate Conference {Para 43}.

I gave her a copy of Radloff's thesis breakdown and explained differences between results, discussion (interpretation and analysis) and conclusion (disc. W. relation to literature) {FHP:19: Para 462}.

I had a brief chat with her over the weekend when I handed over her draft with my comments. I think a general workshop needs to be given to the class at the beginning of their report writing - dealing with issues of referencing, establishing audience, support and elaboration and layout. They should also be urged to read their handbooks {FHP:21: Para 32}.

⁶⁹⁰ Happily, I found an ally in [S], who dropped in for a social visit just after this marathon consultation. As she was working in the same computer lab as [XS], and had been introduced to her by [sup], she was very willing to assume a mentoring role and try to help her to make the necessary changes as I had directed. So my hopes were raised that perhaps the next draft would show significant improvement {FSP:11: Para 339}. I offered to give her a trial run, with [XS] and myself role-playing the examining panel. We did this in the Writing Centre and it worked very well, as I was familiar with the contents of her thesis and [S] knew the type of questions a candidate was likely to be asked. I directed my questions towards getting her to focus her attention on the theory underlying her research and any theoretical framework that could arise from the findings. She did very well, on the whole. Some shortcomings were revealed but these were easily rectifiable before she had to face the examiners in earnest. She now has a chance of being admitted to the Master's programme. We discussed possible areas of continued research and supervisors. [XS] is proving very helpful as a mentor to [S] {Para 462}.

Gave her some information about graduate schools in New Zealand {FSP:12: Para 821}.

Addendum: It so happened that I met the Observatory librarian at a social function soon after this consultation. I mentioned that I had read [S's] report and the librarian was very pleased to hear that I had given her advice on it. She had seen an even rougher draft and felt somewhat horrified. She said, however, that she had been impressed by [S's] work during her internship and felt that she should do well if only she could improve her writing. It seems, therefore, that it will be worthwhile to give this student the guidance she needs in order to progress in her chosen profession of librarianship {FSP:20: Para 30}.

⁶⁹¹ I think I've seen enough of this - someone else needs to read through it now - maybe another consultant or one of [S's] contacts. I'm too seeped into it, I think. I feel like I've just written an honours thesis myself {FHP:7: Para 203}.

⁶⁹² [S] asked me about the ethics of approaching his lecturer to do a draft reading. I suggested he try {MHP:1: Para 181}.

⁶⁹³ Came in with [S] about the stoned presidents essay. ...Are using each other over the readings - I encouraged them to use each other over their writing as well {FSU:2: Para 294}.

[S] came to this consultation with another student I recommended make her acquaintance. I was glad to see that this had happened {FSU:4: Para 170}.

⁶⁹⁴ He was getting some help from a friend who was a postgraduate Botany student and who had a good command of English, and between them they hoped to be able to write some sort of discussion of the few results that were significant {MFU:1: Para 381}.

⁶⁹⁵ He had submitted the draft report to his supervisor but it had been returned to him with instructions to consult the Writing Centre and the rewrite it in clearer English. [sup] had started to correct the linguistic errors but these were so widespread that he had given up {MSU:19: Para 35}.

⁶⁹⁶ [sup] advised her to see the Writing Centre before submitting draft to him. Told in class to use the Writing Centre {FSP:23: Para 13}. Supervisor saw chapter - advised her to come to the Writing Centre for editing!! {Para 114}.

⁶⁹⁷ He was now writing his thesis, and had been advised to consult the Writing Centre by a member of the Health Economics Unit who had consulted Cathy. He originally intended to consult her too, but was referred to me because of the high scientific and technological content of his thesis {MHP:2: Para 12}.

⁶⁹⁸ [sup] had suggested he come here because of his 'language problem' {MSP:1: Para 17}.

⁶⁹⁹ One of the lecturers advised him to consult the Writing Centre while he was writing the four essays required during the second semester {MFP:4: Para 13}. He came for advice on elements of thesis writing; his supervisor is guiding him on content, but he wishes to consult me on organisation and language issues {Para 73}.

⁷⁰⁰ He obviously required tuition in English if he hoped to progress in his science studies. He asked if the Writing Centre could give him such tuition, but I had to tell him that this was not one of our functions. However, I spoke to his Chemistry tutor, [L], who is a very caring person and, as a former high school teacher, has many contacts in the teaching world, and subsequently [L] did find a Hebrew-speaking person who could help [S]. By the end of the first semester I heard reports that he was doing quite well. He seems highly intelligent, and should succeed if he can only surmount his language difficulties {MFU:1: Para 46}.

⁷⁰¹ Some information - I'm not sure is necessary - check with supervisor. [I feel I'm doing the supervisor's work!] {FFP:3: Para 183}. Meeting with supervisor was very short. His comments were merely: introduction and conclusion needed for every chapter, bit of editing needed and more discussion needed on Results - otherwise not much. [S] mentioned my comments viz.: * changing headings (- he thinks they're fine). * lists of references (- he doesn't have such a problem with it - but she shouldn't over-use it). * 3 chapters I felt helpless with (- he felt fine). He's pleased she's consulting here - says he sees an improvement. She will come here chapter by chapter {Para 222}. Article to be published in 'Health Policy and Planning Journal'.....'Co-written' with [sup] - I think he could help more with this paper! (Actually, he hasn't yet seen it!) {Para 345}.

⁷⁰² I asked about [sup's] feedback - she wants me to 'correct' it first {MSP:6: Para 121}. I feel that future contracts with post-graduate students (and their supervisors) need to be officially drawn up. It needs to be understood that editing is not part of the agreement ...and also that we are able to comment on structure and content (if we feel able) and that these are not cast aside because we are mere writing consultants {Para 254}.

⁷⁰³ [S] came to see me previously in connection with her own writing. This time we had a meeting with three final year Power Systems Engineering students she is supervising. She came to me for help, because as a second language speaker supervising second language speakers, she is worried about the quality of expression, and other language problems. Further, as this is the first time that she is supervising, she hopes that I will be able to offer some assistance with the theses of her students in terms of organisational issues and anything else that may come to light. Today's meeting was arranged so that I could meet the students and that we could discuss a timetable for submission of drafts and consultation. The consultations would happen with [S] and I present. This was also an opportunity for students to ask questions about the relationship and to voice any specific demands {FFP:1: Para 25}.

⁷⁰⁴ It was late in August before [S] consulted me again but she saw Mervyn, Antoinette and Ina in quick succession just after the start of the second semester. Because she is so difficult to deal with we had decided on a duty roster! Now my turn came up again {FFU:4: Para 335}.

⁷⁰⁵ I gave him a copy of the Study Methods book - pointing out the sections that he may find helpful {MSU:4: Para 58}.

I asked if he'd looked at the Study Methods book that I'd given him earlier - e.g. in connection with conclusions. - Not yet {MSU:19: Para 151}.